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ABSTRACT

The document relates the results of the reports of Illinois' community colleges, which provide continuing evidence that the colleges and the Illinois Community College Board are pursuing the statewide goals for Illinois higher education. The Results Report provides information for each of the six statewide goals identified in the Illinois Commitment: (1) economic growth; (2) teaching and learning; (3) affordability; (4) access and diversity; (5) higher expectation and quality; and (6) productivity and accountability. It describes the priorities and pledges that form the Promise for Illinois, as well as college priorities to the goal and identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Additionally, each college identified a best practice that supports one or more of the six statewide goals. In the occupational programs designed for the workforce, there have been increases in the numbers of partnerships with business and industry, work-based learning opportunities, and incorporation of occupational-skills standards into curricula. Some of the most common outreach activities included in the colleges' Results Reports include early assessment and supportive coursework for high school students, tutoring, enrichment programs, hosting K-12 events on the campus, etc. An appendix contains descriptions of the best practices. (JA)

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT

Fiscal Year 2000

ED 448 806

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Introduction

In Illinois, 39 public community college districts and one multi-community college center serve nearly one million students each year. The array of programs and services that a community college offers is largely shaped by the demographics and needs of the district it serves. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. College Results Reports provide evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens. Through the Results Reports for fiscal year 2000, the colleges demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois.

During fiscal year 2000, the entire Illinois community college system assessed what has been accomplished during its 35 year history and the direction it needs to go in the future. Input was sought from thousands of individuals representing communities, business, government, educational partners, and all constituency groups within the community college system. The resulting *Promise for Illinois* outlines the role Illinois community colleges should play in building a strong future for the state and its residents. In the following Results Report for the Illinois Community College System, information is provided for each of the six statewide goals identified in the *Illinois Commitment* that (1) relates the priorities and pledges that form the *Promise for Illinois* as well as college priorities to the goal, and (2) identifies common and individual college initiatives and actions and state-level initiatives that support the goal. Finally, each college identified a best practice that supports one or more of the six statewide goals. Descriptions of the best practices are included as Appendix A of this report.

GOAL 1 - Economic Growth

Higher education will help Illinois business and industry sustain strong economic growth.

Community colleges in Illinois are strategically positioned to meet the workforce development needs in all three categories of workforce preparation: the initial postsecondary education and training for individuals preparing to enter the workforce; training, retraining, or skill upgrading to currently employed persons; and education and training for those who are unemployed, underemployed, or dislocated. Through their efforts to meet these needs, and by taking a leadership role in the Workforce Investment Act of 1998, community colleges have become more closely attuned to and sought creative ways of addressing the employment needs of their districts and the state, demonstrated leadership in collaboration and cooperation, and developed strong partnerships with business, industry, and local elected officials. Additionally, many colleges have taken on a major leadership role in the development and implementation of the local IETC One-Stop System.

Related Priorities: In light of the great strides the Illinois community college system has made in its thirty-five year history, a strategic plan called the *Promise for Illinois* was developed during fiscal year 2000 to help guide the system into the new millennium. One of the seven pledges in the *Promise for Illinois* is to "address workforce development needs with flexible, responsive and progressive programs." A well-trained workforce is key to helping business and industry sustain strong economic growth. College priorities in workforce development are demonstrated through the broad array of training offered. Ultimately, all Illinois community college programs, whether academic/transfer, occupational, or adult education can be considered to prepare citizens for the workforce.

College Initiatives:

Certificate and Degree Programs and Adult Education

Each year, over one-third of community college credit enrollments are in traditional baccalaureate/transfer courses. In addition, Illinois community colleges offer occupational education in more than 200 career specialties for employment training, retraining, upgrading, and professional development. In fiscal year 1999, 12,994 transfer degrees and 19,694 occupational degrees and certificates were awarded.

Adult education programs serve those individuals16 years and older who have less than a high school education and are no longer enrolled in school. Programs include adult basic education, English as a Second Language, and basic vocational skills. Illinois community colleges provide about 70 percent of state and federally funded adult education instruction in Illinois, equipping thousands of individuals annually with the basic skills they need to become a productive part of the state's workforce. In fiscal year 1999, over 110,600 adults were served through adult education programs. The colleges' Results Reports indicated that Adult Education and ESL programs are linked to occupational programs whenever feasible to enhance the employability of this population. In fiscal year 2000, the Illinois General Assembly approved the transfer of the governance of the state's adult education and literacy programs from the Illinois State Board of Education to the Illinois Community College Board, effective July 1, 2001. The two agencies will work together during fiscal year 2000 to accomplish the transfer of responsibilities. The transfer is an efficient way to improve and expand the state's adult education programs

Colleges' Results Reports indicated similar characteristics of occupational programs designed for the current and continuing workforce: **increased numbers of partnerships with business and industry; increased work-based learning opportunities such as internships, clinical experiences, and apprenticeships; incorporation of occupational skills standards into curricula; and increased use of advisory committees of employers and practitioners in program development and periodic review**.

Several colleges indicated that they are using Work Keys, an assessment and job profiling system, to match employers and employees through the identification of essential skills for jobs. Likewise, colleges are making use of the Illinois Occupational Skills Standards when revising or developing curricula. Through surveys, advisory groups, and community outreach efforts, many colleges have identified the need to alter methods of instructional delivery, specifically through flexible course

scheduling and the use of technology for place-bound or time-restricted employees of local business and industry.

Several colleges reported developing new programs in allied health fields, such as nursing home supervision, phlebotomy, pharmacy technician, optical technician, surgical assistant, surgical technology, paramedical services, and diagnostic medical sonography to meet high demand from employers. Other new programs and degrees were developed in the areas of Web Page Design; Graphic Design/Animation and Multi-media; Professional Truck Driver Training; Medium and Heavy Duty Truck Diesel Mechanics; Public Service Communications; Hotel Management; Regional Electronics Manufacturing; Engineering Science; Air Conditioning, Heating and Refrigeration; and Aviation. Following are some specific examples of program initiatives individual colleges have undertaken or are planning to address the workforce preparation needs of their respective districts.

- Richard J. Daley College, in conjunction with the Southwest Chicago Women in Construction Program, provided training for thirty-five women in math, writing, blueprint reading and tool techniques to help prepare them for apprenticeship exams.
- South Suburban College includes an "Advanced Learning for Employment" curriculum to provide GED students with a simulated work environment.
- John Wood Community College transformed low-enrollment occupational programs into industry-specific, short-term training modules.
- Wilbur Wright College recently incorporated Illinois Occupational Skills Standards into its Basic Manufacturing at the Humboldt Park Vocational Education Center (HPVEC) site and Certified Nursing Assistant training, which has just been converted from a continuing education to a credit program to allow graduates continuing career ladder possibilities in both Practical Nursing and Registered Nursing.
- College of DuPage initiated an associate degree completion program for employees of the DuPage County Sheriff's Department.
- Waubonsee Community College presented alternative delivery options to the Valley Industrial Association Board for programs in safety training and management.
- Heartland Community college expanded and upgraded a computer lab at Mitsubishi Motors Manufacturing of America in order to offer a wider range of credit and non-credit classes at a convenient location for employees.

Partnerships

Illinois community colleges have forged numerous partnerships with business/industry, other colleges and universities, secondary schools, and state agencies to address workforce preparation needs and maximize resources. The Southern Illinois Collegiate Common Market (SICCM) allows its college members (John A. Logan College, Rend Lake College, Shawnee Community College, and Southeastern Illinois College) to offer consortial programs in areas such as allied health where the expense of laboratory equipment would be prohibitive for a single institution. A more recent collaboration, the Tri-State Community College Training Consortium, connects John Wood Community College with colleges in Missouri and Iowa to maximize their resources and eliminate duplication of services. Other specific examples include the following:

- Triton College partnered with Castle Metals, The Chicago Tribune, Ford Motor Company, and Toyota to create training programs for technicians in various fields.
- TechCommUnity is a collaborative effort between the University of Illinois, Parkland College, the Champaign County Chamber of Commerce, the Greater Champaign-Urbana Economic Partnership, approximately 120 local IT businesses, local government, and other support agencies to facilitate high tech business development and expansion in the Champaign-Urbana area. To date, seven new associate degree programs and six new certificates have been developed.
- Kankakee Community College established a Job Center in a local school to provide GED classes, adult education classes, job search assistance, career information, and college coursework to support local job training initiatives and the Illinois Department of Corrections staffing needs relative to a proposed minimum security women's correctional facility in Pembroke Township.

Education-to-Careers (ETC) is an initiative to promote the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. Partnerships that include community colleges, business and industry, and the K-12 educational system have been formed to promote the goals of ETC. The role of community colleges in this effort includes **providing stronger job placement services, utilizing Work Keys and incorporating workplace and employment skills in occupational curricula, strengthening internship programs and providing more work-based learning opportunities.**

Following are some examples of community college efforts in promoting career preparation opportunities:

- Lincoln Trail, Frontier, Olney Central and Wabash Valley Colleges in the Illinois Eastern Community College District are hosting a districtwide Job Fair.
- Harold Washington College hosted the second annual Culinary and Hospitality Showcase Dinner that was prepared and served by students, and student resumes were presented to all attendees.
- Lewis and Clark Community College developed two additional courses related to job-seeking skills. The two new jobs courses and the Career Development course will be taught in sixteen high schools in 2000-2001. These courses are web-enhanced and two are also web-deliverable.
- College of Lake County is working closely with five area high schools to develop work-based learning opportunities that will help high school students earn college credit in the Computer Information Technology program.

Service to Business/Industry

Business/Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include **customized job training and testing; entrepreneurship seminars and workshops; employment training; job search services; adaptation of instruction delivery; government contract procurement assistance; individualized counseling and management assistance; and small business incubators**. These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State

Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 1999, the colleges increased the number of companies served with customized training by 307 over the previous year and trained 3,570 more employees than in fiscal year1998 through 8,400 courses. Following are examples of specific college initiatives to serve business and industry:

- The Business Development Center at Parkland College established a number of new industrial sponsorships or partnerships and is actively involved with local Chamber of Commerce and trade associations. As a result of these closer relationships from fiscal year 1999 to fiscal year 2000, there has been a nine percent increase in the number of workshops conducted and a nearly 20 percent increase in the number of training hours.
- The Kishwaukee College Business and Industrial Center, through a grant with the Illinois Manufacturing Extension Center, has been able to provide operational assessment, assist clients with manufacturing and quality improvement projects and manufacturing plans. The College has expanded its capacity for assisting local business and industry with manufacturing problem-solving by facilitating the use of technical resources, working with the University of Illinois engineering student team, and continuing participation with the U of I Satellite Network for teleconference opportunities on Lean Manufacturing.
- A $700,000 fundraising program at Lake Land College was launched to raise private funds to equip the 3,000 square-foot technical skills training lab for the College's Center for Business and Industry. The lab will provide mechanical, electrical, hydraulics, pneumatics, and computer integrated manufacturing training with some of today's most up-to-date and technologically advanced equipment to employees of area business and industry, Tech Prep students, area high schools, and students enrolled in the College's technical programs.
- The Small Business Technology Resource Center at Richard J. Daley College, a provider for high-tech entrepreneurs, assisted local business in obtaining over $6.5 million in government high-tech grants and contracts. In addition, the Center helped several clients with business strategies and equity funding opportunities resulting in several million dollars in sales revenues and investments. The Center also added a self-service Business Information Center to provide training and resource materials for business exploration.

Continuing Education and Public Service

Continuing education and public service activities represent an important facet of the community college mission that address needs that fall outside structured programs. All community colleges provide continuing education for professionals to maintain currency or to meet requirements for continuing professional development in fields such as allied health and to provide opportunities for individuals to develop new skills or upgrade current skills. However, many of these activities are noncredit. In fiscal year 1999, ICCB for the first time collected unit record data from the colleges for noncredit activities for which students are required to enroll. Colleges reported that 321,062 students generated 496,447 enrollments in non-credit courses and activities for fiscal year 1999. Some examples of community service activities include the following:

- Oakton Community College presented a Preventing Family Violence Symposium, co-sponsored with the State of Illinois Circuit Court, Second Municipal District. The program

drew 784 participants, which included lawyers, judicial personnel, social service agencies, law enforcement, and school personnel.

- Kennedy-King College offers entrepreneurship training and has integrated community service into its academic course curricula.

Economic Development and Community Outreach

A local community college is an essential component to the economic development in the district it serves. Some of the ways in which the colleges contribute to the economic health and growth of their communities include **college personnel who are active in civic organizations, involvement of business leaders in institutional and program advisory committees, provision of basic skills instruction to assist individuals to become productive members of the workforce and to retrain workers to meet the changing needs of the industry, and participation in ETC partnerships and One-Stop centers.** Two specific examples of college efforts follow:

- Shawnee Community College staff participate in the Illinois Grape and Wine Resource Council. With the growth of the grape and wine industry in southern Illinois, educational programs are offered to train new and existing grape growers with the skills and techniques necessary for business success. The College has also formed the "Greater Shawnee Grape Association" for growers, growers to be, and viticulture students of SCC to foster the growth and free flow of information in this new industry. It will also be the home of a fruit and juice-testing lab along with a mini-library.
- During fiscal year 2000, the Center for Business and Industry at John A. Logan College hired two full-time trainers to provide Occupational Health and Safety Training on a wide range of topics to area business and industry. Over 2,000 employees received training, and many of the businesses reported that lost time incidents were reduced dramatically during the first year of the program.

Service to Welfare Clients

Most of the colleges also participate in the **Advancing Opportunities Program** to assist welfare clients to become self-sufficient. In fiscal year 1999, 33.1 percent (3,640) of the TANF recipients in adult education programs experienced increased earnings sufficient to reduce or cancel their monthly welfare grants, resulting in welfare savings of over $10 million.

Additionally, three community colleges participated in a federal demonstration project to address the need for increased employment in areas of high concentration of impoverished citizens and welfare recipients in the State of Illinois while addressing the high demand for skilled workers to fill allied health occupations. Malcolm X College, College of Lake County, and Triton College collaborated to develop a system to identify, assess, train and place 400 members of the targeted population in programs that would lead to meaningful employment in allied health.

- Parkland College developed a collaborative effort with several service/educational entities to create the Workforce Preparation Center This Center is creating a new labor pool by offering computer-related training through Adult Education to individuals who have been on some form of public assistance or who are underemployed.

- Malcolm X's Program, *Project Pride* with UBM Construction, Inc., St. Paul Church of God in Christ, the Chicago Park District, and the Illinois Department of Employment Security is training 25 community residents for entry into the construction trade.
- Lincoln Land Community College's *Farmers' Return on Investment Program* continues to help farmers get retraining for new jobs or develop skills, such as welding, to bring in second incomes. The College's *STARS* Program (Skills Training and Retention for Success) enables citizens to find steady employment and leave welfare by teaching them a sense of responsibility that encourages them to secure and sustain employment. Classes cover personal health and safety issues, communication, leadership, teamwork and life management, as well as Internet, typing and word-processing skills.

Resource Support

In order to be effective, the activities the colleges carry out in support of workforce preparation require staff and fiscal resources. Nearly all of the colleges reported that they are supporting new or enhanced workforce preparation initiatives. These initiatives include aligning or realigning staff to support workforce preparation programs and initiatives, investing in facilities to provide new or improved occupational programs and training, and providing incentive funding for initiatives to enhance and sustain workforce preparation and economic development.

State-Level Initiatives

Employer Services Network: In fiscal year 2000, the ICCB launched the Employer Services Network (ESN) offering employers an easy and efficient way to get customized employee training and other business services. The employer-focused statewide system of Illinois community college business and industry centers works together to deliver comprehensive services and education programs to employers. The ESN's toll-free telephone service matches employers with the community colleges that can best meet their needs.

Workforce Preparation Awards: The ICCB annually presents Workforce Preparation Awards to up to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are: Joliet Junior College for partnership with BP-Amoco to co-develop a training program which provides area process industries with a workforce competent in the basic skills and technologies to perform successfully as entry-level process operations technicians; Triton College for it's a+ Certification Dual Credit partnership with six school districts in Des Plaines Valley Region for computer repair technicians; and John Wood Community College JOBS Project partnership with the Knapheide Manufacturing Co. and Blessing Hospital to address both the needs of at-risk populations to be employed in jobs above minimum wage and with area businesses to fill job vacancies with qualified employees.

Implementation of Workforce Legislation: Provisions of the Workforce Investment Act (WIA) need to be implemented by the beginning of fiscal year 2001. A great deal of work remains to be done between now and then. ICCB staff will dedicate time to support the activities of the Illinois Workforce Investment Board and related committees to develop and implement unified guidelines and procedures that will allow implementation of WIA efficiently and effectively. In addition, ICCB

staff will provide ongoing information and technical assistance to Illinois community colleges regarding their roles and responsibilities in the implementation of WIA.

Advancing Opportunities Program: The Advancing Opportunities Program grew out of the Opportunities Program that began as a welfare-to-work partnership among the ICCB, Department of Human Services, and 15 community colleges. The Advancing Opportunities program is now located at 36 Illinois community colleges and one community college center. With education and training as the program impetus, Temporary Assistance to Needy Families (TANF) clients move seamlessly from entry-level employment and/or job upgrading to self-sufficiency.

Tech Prep: Tech Prep is a program of study which begins in high school, continues at the community college, and culminates in an associate of applied science degree in a high-demand, high-wage occupational program. Program efforts concentrate on the transitioning of students, pathway development, and preparatory services. In fiscal year 2000, the ICCB devoted significant resources and staff time to the state-level coordination of Tech Prep in partnership with the State Board of Education.

Education-to-Careers: Education-to-Careers is an initiative to promote the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. The ICCB, as the state coordinating board for Illinois community colleges, plays a pivotal role in Education-to-Careers (ETC) as an equal partner in administering and implementing ETC as an education reform initiative through joint administration with the interagency state-level team and system leadership and coordination within the community college system.

Career and Technical Education Challenge Task Force: The Career and Technical Education (CTE) Challenge Task Force is a state wide committee charged with creating a blueprint for Career and Technical Education in the future that includes supporting high educational achievement for all CTE students and preparing students for the high-skill, high performance workplace of the 21st Century. ICCB President and CEO Joseph Cipfl, along with State Superintendent of Education Glenn W. McGee called this group of over 40 educational and workforce development leaders together in March 2000. To demonstrate their commitment and support of this cause, Diana Robinson, Deputy Superintendent of ISBE, and Virginia McMillan, Executive Vice-President of ICCB, have been assigned to co-facilitate the Task Force.

System Funding Initiatives: The ICCB has made an effort to expand "block grants" to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. Block grants that support the colleges' capacity to contribute to the economic growth of their districts and the state include:

- Workforce Development Grants are used to fund projects in three main areas; Business/Industry, Education-to-Careers, and Welfare-to-Work. For fiscal year 2001, a total of nearly $13.85 million was appropriated to support these grant categories.

- Current Workforce Training Grants are meant to provide worker training to incumbent workers in order to upgrade their skills, and enhance the state and local economies. For fiscal year, a total of $5 million was appropriated to support this grant category.

Goal 2 - Teaching and Learning

Higher education in Illinois will join elementary and secondary education to improve teaching and learning at all levels.

The *P-16 Partnership for Educational Excellence* was created in fiscal year 1998 to formally bring together the ICCB, Illinois State Board of Education, and the Illinois Board of Higher Education. As stated in its preamble, the Partnership will "ensure that the whole is greater than the sum of the parts, and that new initiatives will be launched with a deliberate P-16 outlook to benefit students now and into the foreseeable future."

The community colleges are a critical link in this system. They provide a community-based infrastructure of postsecondary institutions that have established ties with K-12 schools and universities. This strategic position enables the colleges to be major contributors to teaching and learning.

Related Priorities: Embedded within the seven pledges in the *Promise for Illinois* is the implicit understanding that teaching and learning must remain a top priority to the individual colleges, and the system as a whole. Further, teaching and learning continues to be at the very heart of the community college mission. Colleges consistently identify it as a common priority in their annual Accountability/Program Review Reports to the ICCB.

College Initiatives:

Teacher Recruitment and Preparation

Teacher recruitment is a key element in improving teacher quality, and community colleges are prime venues for recruiting prospective teachers. Outreach programs at many colleges seek to identify potential teacher education students in junior high or high school. Also, since the community college system directly serves very diverse populations, including rural and inner city students, opportunities exist to help alleviate critical teacher shortages in these areas through local recruitment and training.

Community colleges are also a primary entry-point for teacher education majors. The ICCB recently did a study of fiscal year 1997 teacher preparation graduates from Illinois public universities, using the ICCB databases and the higher education shared data system. Data indicated that 44 percent of these graduates were initially enrolled at an Illinois community college. Further 67 percent had enrolled in a community college at some point prior to their graduation. Also in fiscal year 1997, there were 928 transfer courses offered in teacher education at Illinois community colleges and nearly 100,000 teacher education semester credit hours were generated by community colleges. While this information is now over two years old, it is believed that these percentages represent an average year.

Many different teacher education courses are offered at Illinois community colleges. These courses, articulated with baccalaureate institutions through the Illinois Articulation Initiative (IAI), include

Introduction to Education, Child Growth and Development, Human Growth and Development, Educational Psychology, Education of Exceptional Individuals, and Observation/Clinical Experience.

The colleges' Results Reports indicated numerous initiatives that are underway or planned in the area of teacher recruitment and preparation. The following are selected examples.

- Last year, the College of Lake County's Future Teachers Program helped 69 students and eight teachers participate in activities which included meeting management, shared leadership, personal growth and development, math and writing projects, and computer exploration.
- At Elgin Community College, project ESCALERA supports the tuition for individuals who wish to become bilingual teachers.
- Illinois Central College plans on providing two years of education as part of the Peoria Public School's "Grow Your Own" program in an effort to recruit minorities who wish to earn undergraduate degrees in education then return to their local school district as teachers.
- Faculty in the Prairie State College Education Department have implemented the T.E.A.C.H. program (Teacher Education and Compensation Helps), which provides monetary support for early childhood education students to complete their associate degree and transfer to four-year colleges/universities for the completion of their baccalaureate degrees.
- Moraine Valley Community College received an ICCB Special Initiative Grant for fiscal year 2000 to support a Community College Model Teacher Preparation Program initiative that focuses on raising the awareness and involvement of Illinois community colleges in teacher preparation.

Teacher Professional Development

Community colleges currently play a large role in providing professional development opportunities for individuals in the field of education, most notably in the area of instructional technology. Under new recertification requirements there is an increasing need for professional development opportunities for teachers. Because they are community-based and accessible, community colleges can play a major role in providing these opportunities. The Illinois Video Education Network allows the colleges to partner with other colleges and universities to provide courses, workshops, seminars, and related experiences through interactive video. The colleges are also access points for the new Illinois Virtual Campus that makes Internet-based courses available through a single point of contact. The Illinois Community College Online will soon provide additional Internet-based learning opportunities throughout the state. Finally, the colleges continue to be valuable assets to local schools in providing opportunities for teachers to upgrade their skills in the use of technology and other areas as needed. The colleges' Results Reports indicated numerous initiatives that are underway or planned in the area of teacher professional development. Following are selected examples:

- Triton College has sponsored a project called Biology Exploration through Technology, funded by a Higher Education Cooperative Act grant from the Illinois Board of Higher Education. The goal of this program is to create links between teachers at all levels of public education in Illinois to enhance teaching and learning in biology.

- The College of DuPage holds a Career Safari each summer for middle school teachers. This three-day conference introduces 75district teachers to career exploration at the College.
- The SWEPT program at South Suburban College is a partnership with local manufacturing companies that provides current applied science information and experiments to high school science teachers.
- Lake Land College utilized funds from an Eisenhower grant to bring together 18 secondary science educators for the purpose of improving teaching and learning. Efforts this past year focused on developing the Illinois Virtual High School.
- Oakton Community College offered a unique professional development program to faculty and administrators called Teacher Treks '99. This included employer visits, workshops, and a graduate course through Northeastern Illinois University.
- Lewis & Clark Community College received an ICCB Special Initiative Grant for fiscal year 2000 to develop an information seminar for teachers regarding new recertification requirements, as well as two asynchronous pilot courses that teachers may use toward meeting recertification requirements.

K-12 Outreach

Community colleges are accessible to local schools and are able to be actively engaged with elementary and secondary students in a variety of outreach activities to enhance their learning experiences. Some of the most common outreach activities included in the colleges' Results Reports include **early assessment and supportive coursework for high school students, tutoring, enrichment programs, hosting K-12 events on the campus, career fairs, recruitment activities, and formal partnership programs.** Several colleges reported sharing resources with district schools, regional offices of education, and the Education-for-Employment regions for the purpose of expanding each institution's effectiveness in these areas. The colleges also reported outreach to middle and elementary schools for skill-building, Education-to-Careers, Tech Prep, and other college awareness activities. Following are selected examples of initiatives that are underway or planned at specific colleges:

- The Latino Center at Malcolm X College worked with four Hispanic community-based alternative high schools to provide counseling, tutoring, college tours, and workshops to eligible students. Additionally, the center allowed these students to enroll in college credit courses while still in high school.
- Parkland College sponsors the East Central Illinois Talent Search Project which is designed to increase the high school graduation rates of youth from disadvantaged backgrounds and assist them in enrolling in postsecondary education.
- Southeastern Illinois College placed a college advisor in each of its feeder schools to help facilitate the advisement of nearly 2,500 area junior high and senior high school students in terms of career and educational support.
- The Minority Achievement Program at Kankakee Community College is a pre-college program to assist 7th and 8th grade students transition to high school.
- For the past 20 years, Black Hawk College has offered College for Kids, a program for gifted students in grades 5-8. Approximately 1,000 students are served by this program each summer.

- John A. Logan College is a partner in the Soaring for Success 21st Century Community Learning Center Project that will address the educational and recreational needs of the students and community members of the Elverado Community School District in rural southern Illinois. The program includes 1) an after-school supervised study and mentor program; 2) an after-school computer lab for math, reading, science, social science, and writing skills improvement, and evening community access; 3) supervised after-school and summer recreational activities; 4) an after-school and summer cultural arts program; and 5) literacy, adult education, GED, and continuing education programs.
- Through a partnership with software providers, Carl Sandburg College was able to negotiate free software licenses for web-page development and course development software for all of the schools in the College district.

High School Articulation

Nearly all the colleges reported certain common initiatives intended to improve high school articulation, including **dual enrollments, accelerated college enrollment, articulated courses, Tech Prep sequencing, Credit in Escrow programs, programs for gifted or honors students, course waivers based on Advanced Placement tests or CLEP exams, feedback reports to high schools, bridge programs, and other standards and curriculum alignment efforts.**

Dual enrollment appears to be growing as a means of enriching the final years of high school for many students. Nearly all of the colleges reported participation in dual credit programs, and many indicated that they plan to increase these opportunities in the coming months. The ICCB recognizes the importance of these types of connecting programs, and in fiscal year 2001 will begin offering the Accelerated College Enrollment (ACE) Grant. This grant is intended to help community colleges expand the services they offer to high school students who wish to take college-level classes. A total of $1 million was allocated to help these students accelerate their college coursework and ease the transition to higher education.

The colleges' Results Reports indicated numerous initiatives in the area of high school articulation. The following are selected examples:

- Danville Area Community College served as a participating site for the National Center for Research in Vocational Education study on Tech Prep/School-to-Work partnerships and their effect on post-high school education and employment.
- To help coordinate articulation meetings with local high schools, William Rainey Harper College participates in the District Learning Partnership Team.
- The new position of Chicago Public High School Program Coordinator has been established at Harold Washington College to help assure that high school programs, articulation, and services are effectively implemented.
- At Kaskaskia College, a new Computer Networking Certificate was developed with input from district superintendents and principals. The program will be offered to students from six high schools for dual credit and will prepare students for five certification exams.
- The seven colleges that comprise the City Colleges of Chicago continue to take an active role in high school articulation by sponsoring faculty members to meet with high school

instructors to structure exit competencies for high school seniors with the entrance requirements at the City Colleges.

Connective Activities within the P-16 Continuum

Illinois' P-16 initiative has led to an increased emphasis on programs that connect the entire continuum of education, from primary grades to the university. As a major participant in this partnership, the community college system has made a significant commitment to strengthening existing programs and enabling the development of additional initiatives. Many of these programs establish permanent partnerships between local educational institutions, which can then take a proactive approach to removing the educational barriers that exist today, and seek to discover new methods for furthering student success in the future. Following are examples of such initiatives at specific colleges:

- Kishwaukee College provided support for over 300 Northern Illinois University students with deficiencies in math by providing developmental courses on their campus.
- Joliet Junior College has taken the lead in working with the Valley View School District Partnership which involves a Baldridge-based effort to bring together business and industry, the school district, Joliet Junior College and Lewis University.
- Shawnee Community College is an active partner in the Southern Illinois Education Systems (grades 9-16), which has partnered with the West Kentucky Educational System (grades 9-16) and business and industry representatives from both states to sponsor the Abraham Lincoln Institute. This academically challenging institute will serve grades 9-12.
- Richland Community College provides facilities for graduate education courses, allowing in-district teachers access to advanced educational opportunities without the necessity for long travel.

State-Level Initiatives

Illinois P-16 Partnership for Educational Excellence: The ICCB is a full and supportive partner along with the Illinois State Board of Education and the Illinois Board of Higher Education in the Illinois P-16 Partnership for Educational Excellence. Through the partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois. Priority areas identified for immediate attention include smoothing the transition from high school to college and the workplace; improving the recruitment, preparation and development of classroom teachers; and expanding the use of technology to improve educational opportunities.

Illinois Articulation Initiative: The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. The Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education. Community college faculty and staff serve on IAI panels that developed specific recommendations for lower-division transfer courses. To date, recommendations have been endorsed by the IAI Steering Panel, the ICCB and IBHE for a common general education core and 26 majors. Panels continue to meet to review courses submitted by participating institutions as

comparable to those in their recommendation. During FY 2000, a Fifth Year Review of IAI General Education was completed. The ICCB and its staff have provided leadership and support to the IAI since its inception in January 1993.

Center for Policy Development - Remedial/Developmental Education: The Center for Policy Development was established to provide additional opportunities for community college faculty and staff to bring their expertise to issues of critical importance to community colleges and to develop appropriate policy recommendations. Each year, issues are identified and Policy Fellows are selected to address them. During fiscal year 2000, a Policy Fellow from South Suburban College worked with representatives from throughout the community college system, as well as national experts to address the policy implications of issues and opportunities that surround remedial/developmental education as identified in recent ICCB studies on this topic. The committee expects to finalize policy recommendations to strengthen this important area of instruction at community colleges during fiscal year 2001.

Teaching Learning Excellence Conference: The Illinois Community College Faculty Association supports an annual Teaching Learning Excellence Conference that brings together faculty and staff from colleges throughout the state to share best practices and collectively discuss issues affecting teaching and learning. The Teaching and Learning Excellence Conference draws over 300 faculty and staff annually.

Learning-Centered Excellence Awards: This ICCB award recognizes innovation in approaching the challenges of fostering an excellent learning environment. The award is presented to up to three colleges annually. Learning Centered Excellence Award winners for fiscal year 2000 were McHenry County College for a partnership with area businesses and high schools to offer a program that integrated liberal education and work-based learning for students in grades 9 through 14; Kishwaukee College for the development of a general education portfolio for transfer students; and Parkland College for a multi-level, multi-discipline group of learning communities called the Integrated Studies Communities.

Lincoln's Challenge: The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. The ICCB scholarships give students an opportunity to continue their education at an Illinois community college. To date, over 1,300 graduates have received scholarship awards.

Goal 3 - Affordability

No Illinois citizen will be denied an opportunity for a college education because of financial need.

As open-door institutions, community colleges are committed to offering affordable higher education and workforce preparation opportunities to all Illinois citizens. State and national financial aid programs are supplemented by local college efforts to maximize financial assistance awards to provide opportunities for higher education and workforce preparation for all who desire it.

Related Priorities: One of the seven pledges included in the Illinois Community College System's *Promise for Illinois* is to "deliver affordable learning opportunities to the doorstep of Illinois residents." In annual reports to the ICCB, the colleges consistently identify student access and success as a common priority.

College Initiatives:

Limited Tuition and Fee Increases

For fiscal year 2000, the statewide average for tuition and fees at Illinois community colleges is $48.48 per semester credit hour, and the range is $39.00 to $62.00 per semester credit hour. The college reports provided strong evidence of the commitment to continue to provide the most affordable higher education opportunities in Illinois. For example, several colleges reported increasing tuition for the first time in a number of years.

- After three years of no tuition increases, Moraine Valley Community College will implement a tuition increase for Fall 2000, but tuition still remains below $50.00 per semester credit hour.
- Black Hawk College approved a modest tuition increase for fiscal year 2001 after five years of no increases.
- Triton College found it necessary to raise tuition after six years of no increases.

As reported in the 1999 Results Report, colleges attempt to accommodate students' ability to pay in other ways, most commonly through **tuition payment plans and cooperative agreements with other college districts.** For example:

- For spring semester 2000, Kishwaukee College delayed payment for tuition for 1500 students in the amount of $750,000.
- Rock Valley College offered a deferred tuition payment plan for the first time in fiscal year 2000, and 1000 students participated.

Financial Assistance

All Illinois community colleges participate in state and federal financial assistance programs. In the fiscal year 1999 Results Report, nearly all colleges reported actions to streamline the complicated application process for state and federal financial assistance, primarily by utilizing new systems that have been created to enable applications and other information to be transmitted to and from state and federal financial assistance agencies electronically. The reports for fiscal year 2000 indicate that the colleges continue to utilize these systems and also offer workshops that provide students with direct assistance in completing applications for financial assistance.

During fiscal year 1999, the Illinois Student Assistance Commission (ISAC) awarded over $36 million in financial aid grants to nearly 45,000 students attending a public community college through the Monetary Award Program (MAP). However, MAP awards are only part of the financial assistance that community college students receive. Several colleges are participating in two ISAC pilot programs, one for students who attend less-than-half-time and the other that provides MAP

awards to students during the summer term. These pilot programs have made it possible for additional students to receive state financial assistance who would not have been eligible otherwise. Community college students also utilize federal financial assistance programs. For example, for fiscal year 2000, 5,500 students at the College of DuPage received $3 million in financial assistance from state programs, and 1,630 students received some form of federal aid totaling $2 million.

Illinois community colleges continue to hold to the philosophy that every attempt should be made to maximize financial assistance awards and decrease students' dependence on loans. Examples of the importance of financial aid funding and college commitments to offering financial aid to students are as follows:

- At Waubonsee Community College, the number of Pell grants and MAP awards for fiscal year 2000 showed approximately a 24% increase over the previous year.
- At Kishwaukee College, the amount of financial assistance awarded to students in fiscal year 2000 represented a 6 percent increase over the previous year.
- William Rainey Harper College increased the number of financial assistance applications it processed in fiscal year 2000 by 5 percent over the previous year, and total dollars awarded increased by 12 percent.

The colleges use a variety of strategies to provide financial assistance beyond what is available to students from state and federal sources. The most commonly used strategies include **tuition waivers for disadvantaged and/or gifted students and other special populations, institutional and college foundation scholarships, work-study and other employment opportunities, and partnerships with local business and industry.** Community college foundations continue to provide substantial financial assistance to students through the award of scholarships. Eight colleges reported Foundation awards in excess of $100,000 during fiscal year 2000, and an even larger number of colleges reported that the amount of Foundation scholarships had increased during the past year. Some specific examples of programs that employ the strategies described above follow:

- Olive-Harvey College opened a temporary care sitter service on site, requiring only a one-time $10.00 registration fee. Students can drop off their children while they go to class, the library, or computer labs.
- Colleges develop partnerships with local business and industry and other groups to provide assistance to students. Harold Washington College received a grant from the U.S. Air Force to provide paid chemistry research experiences for minority students at Northwestern University. With assistance from Caterpillar, Inc. and other businesses and industries in the district, Illinois Central College plans to establish scholarships for students who wish to enter programs in the skilled trades and information technology.
- Several of the colleges provide achievement scholarships or tuition waivers for students who receive high scores on the GED test. At Harold Washington College, 26 GED recipients during fiscal year 2000 were members of the "300 Club" and received scholarships.
- Heartland Community College provides free textbooks to needy students for use during the semester. Students return the books to the College at the end of the semester. The bookstore buys the books back from the College, generating funds to continue the book loan program.
- The College of Lake County has established grants for re-entry adults and students who are pursuing a certificate of less than 30 semester credit hours. The College has also taken the

proactive step of developing a database to identify and reach out to groups of students who may be eligible to receive scholarships and grants.

- Staff from the Financial Aid Office and the Foundation at Lewis & Clark Community College developed a collaborative application and selection process for scholarships that resulted in the award of more scholarships during fiscal year 2000 than in any previous year.
- The Prairie State College Student Government Association provided more than $6,000 in student scholarships for fiscal year 2000.
- South Suburban College offers a tuition-free course to every in-district high school junior and to first-time students over the age of 25.
- Southeastern Illinois College created a new scholarship program targeted to evening adult learners that resulted in the award of 110 scholarships during the past year.

Policies to Decrease Time-to-Degree

Policies that enable students to reduce the time it takes them to earn a certificate or degree can reduce their costs as well, since they pay tuition for fewer terms. Community colleges continue to support policies that allow students to decrease their time-to-degree, most commonly dual enrollment, advanced placement, and articulated high school courses. Technology is also contributing to the reduction of time-to-degree. Colleges are able to offer courses, and in some cases entire programs, through distance delivery mechanisms such as interactive television and the Internet that enable students to access coursework in a manner compatible with their schedules and often accelerates their program completion. Following are some examples of other college initiatives aimed at decreasing time-to-degree:

- Kennedy-King College has expanded participation of high school students in the College Bridge program in which the Chicago Public Schools pay for talented high school juniors and seniors to earn college credits while in high school.
- Illinois Valley Community College is developing a partnership with Lewis University to make the B.A. in Social and Community Studies available on campus.
- Several colleges have developed a two-year class schedule to enable students to plan their courses most efficiently. John Wood Community College guarantees that courses on the two-year master schedule will not be cancelled due to low enrollment.
- Richland Community College has taken the proactive step of providing students with information about expectations of skill levels needed for each course in the curriculum.
- Shawnee Community College changed the summer term from the lead term to the final term in the academic year to allow more students to utilize remaining Pell funds during the summer and to lessen time-to-degree.

Information about Financial Assistance Opportunities and Planning for College

Because community colleges are committed to providing all citizens with an affordable education, they make every effort to inform students and parents of financial assistance opportunities that are available. Most commonly mentioned methods of communicating this information were **financial aid presentations at high schools, at new student orientations, and at various community locations; print and other media materials for the college and/or the community at large; college Web pages; and financial aid application workshops.** Colleges with significant Hispanic

populations also offer bilingual presentations and materials. Kennedy-King College, Kankakee College, and Kishwaukee College all utilize their participation in local IETC One-Stops as a means of increasing awareness and access to financial aid opportunities.

State-Level Initiatives:

Annual Equalization Grants: Annual Equalization Grants are the result of a system funding initiative that attempts to reduce the disparity among districts in local property tax available per student. $73.66 million has been allocated to 28 colleges in this category for fiscal year 2001.

Accelerated College Enrollment Grants: New for fiscal year 2001, the Accelerated College Enrollment Grant is a system funding initiative intended to allow community colleges to expand the services they offer to high school students who wish to take college-level classes. A total of $1,000,000 was allocated to help these students accelerate their college course work and ease the transition to higher education.

Illinois Incentive for Access: The Illinois Incentive for Access (IIA) program is designed to direct additional grant aid to students classified as freshmen with no family resources to pay for college. It is a need-based program which provides a one-time $500 award to freshmen applicants who have no financial resources for college. Community college students represent a large portion of the students who receive financial assistance through IIA, and the Illinois community college system strongly supports the program.

Illinois Student Assistance Commission Pilots of Assistance for Less-than-Half-Time Students and Summer Map Awards: The fiscal year 2001 budget for the Illinois Student Assistance Commission includes $3.0 million to fund two pilot projects, one aimed at extending Monetary Award Program (MAP) grants to students who are enrolled at higher education institutions less than half-time, and one to extend MAP awards to students during summer term. In the past, students in these two categories were not eligible to receive MAP awards. Many community college students enroll less than half-time and during summer terms due to full-time work and/or family commitments or other circumstances and benefit from these initiatives. The ICCB is fully supportive of these pilot programs, and a number of community colleges are participants in one or both of the pilots.

Goal 4 - Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs.

Access is a guiding principle of the Illinois Community College System. The network of thirty-nine (39) community college districts and one multi-district community college center provides citizens in all parts of the State access to higher education. Utilizing innovative instructional techniques and technology, the Colleges continually strive to provide students with the flexibility and convenience they need to complete their educational and training objectives.

The student population of Illinois' community colleges typically reflects the cultural diversity of their local community. Statewide, the student population of community colleges was nearly 56% female, slightly more than 33% of minority ethnicity, and approximately 35% aged 31 years or older. About two-thirds (66.7%) of students were enrolled part-time during the fall and spring semester (*Student Enrollments & Completions in the Illinois Community College System-Fiscal Year 1999*, January 2000.). While the student population of community colleges tends to be more diverse than other sectors of higher education, ICCB and the Colleges remain committed to promoting, maintaining and enhancing accessibility, cultural awareness and diversity throughout the system.

Related Priorities: Several of the priorities outlined in *The Promise for Illinois* include:

- Deliver accessible education and training to individuals of all ages and skill levels;
- Support diversity within community and college life; and
- Eliminate barriers of distance, location and time through distance-learning opportunities.

This statewide vision encourages and enables each College to develop initiatives that address access to higher education and support the needs of the diverse student population and local community.

College Initiatives:

Increased Access to Programs and Services

Several of the most commonly identified means of increasing access to programs and services at the colleges included online course offerings; interactive and cable television delivery; off-campus and nontraditional instructional sites; accelerated course formats; and enhancing information on student support services through the college's website. Following are some examples of the ways colleges have used these tools to increase access to higher education in their area:

- Waubonsee Community College increased its on-line course offerings through nine two-way interactive television classrooms serving the Illinois Video Education Network as well as increased sections of internet and telecourses and the addition of cable television instruction.
- John Wood Community College partnered with community colleges in Missouri and Iowa to offer an on-line degree in addition to providing courses through interactive television in cooperation with the Western Illinois Education Consortium and increasing services and offerings at its downtown Quincy site and Pittsfield extension center.
- Southwestern Illinois College increased its course and program offerings to both the East St. Louis Community College Center and its three campus locations in addition to offering courses at local housing project sites, Scott Air Force Base, and numerous local employment offices.
- Lake Land College began course delivery through interactive television and expanded course offerings over the Internet in addition to making available on-line registration, course schedules, adding or dropping courses, transcript requests and information on student support services through their website.

Increased Diversity

The most commonly identified practices for increasing cultural awareness and diversity of both the student population and college faculty included **targeted recruitment; diversity programs for students and faculty; support services for minority, disadvantaged and at-risk, immigrant and non-traditional student populations.** Following are some examples of the ways colleges are working towards increased diversity on their campuses:

- Prairie State College developed the "Diversity Learning Circle," an initiative that provides students, faculty and staff an opportunity to engage in discussion of culturally diverse issues in an open and interactive environment. Weekly sessions of approximately 35 participants from all areas of the college have been held throughout the year.
- Illinois Central College partnered with the Central Illinois Light Company to provide scholarships to educationally and economically disadvantaged students from Peoria-area high schools to attend ICC.
- Kennedy-King College, established several new athletic programs, such as soccer, that have significantly improved the recruitment, performance and retention of different ethnic populations.
- College of Lake County's Diversity Committee regularly sponsors a cultural day of sharing and supports celebration of cultural holidays. In addition, the Committee sponsored two campus and community-wide workshops: "Cultural Diversity and Communication Differences between Black and White Women," and "Exploring Diversity in the Classroom: Issues and Strategies." The theme for CLC's Spring orientation was "Creating a Climate for Success," where a panel of non-traditional students provided suggestions to faculty, staff and students on supporting minority student success.
- During fiscal year 2000, Harry S Truman College made major efforts to recruit a larger number of Chicago Public School graduates and new full-time faculty who reflect the diversity of the College's student population, and initiated programs to ease the transition from GED and ESL classes to credit classes. With over 20,000 students enrolled in Adult Education from 110 countries, representing 55 languages, the College is constantly challenged to provide access to a very diverse population.

Increased Completion of Programs of Study

Two pieces of legislation driving efforts to increase the numbers of program completers, particularly in underrepresented populations, are the Workforce Investment Act and Perkins III. In addition, the Illinois Articulation Initiative supports program completion for students in transfer programs and facilitates their continuation in baccalaureate programs. Related activities identified to increase the number of students who enroll and complete transfer and career programs at the colleges include **flexible scheduling, focused and short-term certificates, alternative credit programs, dual admission and dual credit programs, and peer-mentoring.** Following are some examples of the approaches used to increase the numbers of students completing programs at community colleges:

- William. Rainey Harper College developed the FlexEd curriculum portfolio for students by offering more short-term classes over a shorter period of time, which has significantly increased completion rates in related programs.

- Sauk Valley Community College began awarding credit through alternative methods: for example, students who have received national or state certification can earn college credit through similar occupational programs at SVCC, increasing their ability to complete short-term certificates.
- Parkland College established the Adult Degree Completion Center to serve adults with time and place restrictions that may interfere with their studies and subsequent degree completion. Through alternative delivery of courses and awarding alternative credit, Parkland significantly increased program completion of these non-traditional students.
- College of DuPage's Project S.E.L.F. (Strong Education for Latinos' Future) provides counseling, advisement, tutoring and peer-mentoring to Latino students in their final year(s) of high school through their transition to college, which has increased the number and success of Latino students at COD.

State-Level Initiatives:

Performance-Based Incentive System: Three of the statewide measures used in the Performance-Based Incentive System (PBIS) relate directly to Goal 4 of the Illinois Commitment to increase the number of citizens completing training and educational programs. Student Educational Advancement measures the rate at which students in an entering cohort graduate, transfer, or are still enrolled during a five-year period. Statewide, for the 1993 cohort of 33,945 entering students, 23,143 advancements were recorded (68.2 percent). Student Transfer measures the rate at which baccalaureate/transfer students transfer to a four-year institution over a five-year period. Statewide, for the 1993 entering cohort of 19,625 students, 10,468 transferred to four-year institutions (53.3 percent). Within five years, student success for disadvantaged populations is measured by the remedial course completion rate. Statewide, for fiscal year 1998, students earned 294,792 remedial credits out of 455,443 attempted (64.7 percent). PBIS funding provides additional incentives for high performance in these goal areas.

System Funding Initiatives: The ICCB has made an effort to expand "block grants" to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. Block grants related to access and diversity in the system include:

- Special Populations Grants support numerous efforts by the colleges to increase access and diversity. For fiscal year 2001, $13 million was allocated to support these programs.
- Advanced Technology Grants seek to help colleges in technological areas by defraying staff training and equipment costs. $13.6 million was allocated in this category for fiscal year 2001.
- The Illinois Community Colleges Online Grants offer $550,000 during fiscal year 2001 to help support student services and activities aimed at online students.

East St. Louis Community Center: Under the leadership of the Southern Illinois Collegiate Common Market, during fiscal year 2000, a significant growth in participation was achieved. Community college enrollment in courses and programs offered by Southwestern Illinois College, Shawnee Community College, and Kaskaskia College continued to increase due to expanded

offerings and increased recruitment efforts. Additional community college academic offerings are scheduled for the fall of 2000, with Southeastern Illinois College joining its sister institutions in providing programs for the residents of the East St. Louis metropolitan area. Lake Land College continued in its role of administering programs at the Southern Illinois Correctional Center. Southern Illinois University-Edwardsville opened its charter high school in the fall of 1999 at the center with over 100 students. In addition, East St. Louis School District #189 began using vocational classroom and laboratory facilities in the fall at the center. The Illinois Community College Board, Southern Illinois University-Edwardsville, and the Illinois Department of Employment Security began work on the joint $27 million repair/renovation and new construction capital project.

Illinois Century Network: The Illinois Century Network (ICN) is a telecommunications backbone to provide high-speed access to data, video, and audio communications for schools, libraries, colleges, universities, museums, state agencies and other entities in a joint venture of the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education. The ICN will connect more than 4,000 public elementary and secondary schools, 48 community colleges, and 12 public university campuses. There is additional capacity for 3,000 connections for private colleges and universities, private schools, government agencies, museums, and libraries.

Center for Policy Development - Illinois Community Colleges Online: The Center for Policy Development was established to provide additional opportunities for community college faculty and staff to bring their expertise to issues of critical importance to community colleges and to develop appropriate policy recommendations. Each year, issues are identified and Policy Fellows are selected to address them. During fiscal year 2000, a Policy Fellow from Oakton Community College worked with representatives from throughout the community system to develop a proposal for the Illinois Community Colleges Online (ILCCO), which aims to expand access to learning opportunities for all residents of Illinois independent of location and/or time and at a reasonable cost. ILCCO is a consortia of Illinois community colleges sharing online courses and programs. When students sign up for courses at their local community college, they have access to online offerings at other community colleges throughout the state. Students will be able to complete courses, degrees and certificate programs completely online. ILCCO allows students to handle registration, financial aid and transcripts through their local college, regardless of where the course is offered.

Illinois Video Education Network: The ICCB and the Illinois Board of Higher Education have worked as partners on the development of the Illinois Video Education Network. Interactive video sites around the state bring new learning opportunities to students while reducing travel costs for them as well as for faculty and staff. Ten regional consortia across the state link sites at community colleges, public universities, independent higher education institutions, business extension sites, hospitals, high schools, and libraries.

Illinois Virtual Campus: The Illinois Virtual Campus is a service of Illinois' colleges and universities working together to provide access to distance courses through an online catalog. Illinois community colleges will provide many of the primary access points for this service, which makes available internet-based courses offered by institutions throughout the state from a single

point of contact. The colleges will also provide student support services for individuals who use the Virtual Campus.

Goal 5 - High Expectations and Quality

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

Being accountable for quality programs and effective teaching and learning leads to what Rend Lake College succinctly stated in its Results Report: "a quality institution attracts quality students." Results Reports from Illinois community colleges indicate that institutions are immersed in assessment activities with a common goal of identifying and promoting effective teaching strategies that contribute to measurable student learning gains. Research based on standardized tests, benchmarks, qualitative and quantitative reviews, and innovative classroom techniques help to continually improve the quality of community college education. As they attend to the needs of a diverse group of learners, the colleges provide considerable personal and financial support to accomplish this task.

Related Priorities: Two of the seven pledges in the Illinois Community College System's *Promise for Illinois* are to (1) "offer rigorous courses and programs designed for college and university transfer," and (2) "emphasize high quality in all programs, services, and operations." Likewise, the annual Accountability/Program Review Reports from the colleges provide clear evidence that concepts of quality are infused throughout their strategic processes and resulting actions.

College Initiatives:

Program Review

Each year, colleges submit program review reports that demonstrate accountability. The program reviews are the systems' longest-standing accountability effort. These reports attest to alignment of the mission, goals, and role of community colleges in providing quality programs. In general, colleges included information in their Results Report regarding **integrating Occupational Skills Standards into degree programs; modifying curriculum to include SCANS skills; seeking and obtaining certification from professional associations.** Several institutions surpass the Performance-Based Incentive System's state goal for employment of occupational graduates and/or exceed the national pass rate on licensure or certification examinations. A subsequent report, Accountability and Productivity in the Illinois Community College System for fiscal year 2000, will detail how community colleges are maintaining quality programs, making curricular modifications to keep pace with employer and student needs, and eliminating programs that are no longer viable.

Assessment

Colleges reported considerable activity in the area of assessment including **implementing and utilizing ACT Work Keys to ensure that students learn important skills, assessment conferences and staff development workshops, communicating assessment results to**

constituents, improved effectiveness of placement and competency tests, and development of portfolios. Following are some examples of specific college initiatives.

- Parkland College offers an "Introduction to Classroom Assessment and Research" course each semester, enabling faculty to gain knowledge and practice in gathering feedback to enhance student learning. To date, 200 faculty have participated in assessment training. The College shares assessment results with faculty, students, its Board of Trustees, administrators and the community through presentations, discussions and its web page.
- Moraine Valley Community College is one of 12 colleges nationwide selected to be a Vanguard Learning College, a League for Innovation project. The 12 colleges will become incubators and catalysts for other education institutions around the world as they share models and practices to transform community colleges into more learning-centered institutions.
- Heartland Community College created an on-line assessment database on which to report student mastery of learning outcomes. This effort is the result of a project design praised by the NCA Self-study Evaluation Team and was the basis for a statewide Illinois Community College Faculty Association Teaching and Learning Workshop in 1999.
- Richland Community College conducted pre-and post-tests (ACT Work Keys) for all occupational and technical students. Results were shared with the faculty so that skills development opportunities are integrated in the programs.
- Elgin Community College has Project FIRST (Faculty Involved in Research for Successful Teaching) to provide faculty with new theories and strategies to be used in the classroom and in curriculum development. Included are seminars, workshops and brown bag opportunities.
- Lincoln Land Community College's Academic Standards Committee recommended, and the Board of Trustees approved, raising the standards of satisfactory academic progress.

Leadership and Core Values

The Leadership and Core Values initiative was approved by the ICCB in 1997. It has three main objectives: 1) to define and describe core values that are held in high esteem among Illinois' populations, 2) to explore and implement strategies that enable Illinois community colleges to create a culture and climate characterized by agreed-upon values, and 3) to develop strategies for infusing these values into the curriculum and operations, into the teaching, and into leadership at Illinois community colleges. Two hundred-fifty representatives from community colleges throughout Illinois participated in the Statewide New Directions Leadership Institute held on February 7 and 8, 2000. Following is a sample of specific college activities related to the Leadership and Core Values initiative.

- John Wood Community College worked to ensure mutual agreement upon the education values of the college during contract negotiations with the faculty association.
- Shawnee Community College provided workshops and other education experiences to faculty for the purpose of integrating ethics into their courses. The College is developing an Introduction to Ethics course.
- Illinois Valley Community College will identify an annual "ethics" theme which will be integrated into courses and college activities. The purpose is "to engage students and faculty

together in meaningful dialogue around a critical issue with ethical implications, thereby enhancing the initiative and promoting a spirit of inquiry across the College."

- Malcolm X College's West Side Learning Center won the Honorable Mention for Service Learning at the American Association of Community Colleges Conference in April 2000.
- McHenry County College's Student and Academic Support Services Division implemented qualitative and quantitative assessment, including statistical and evaluation measures in each department. It also developed a set of division-wide values to serve as the core of what it holds important to its work.

Ensuring Student Success

The open-door policy of community colleges attracts a diverse group of students, which in turn, results in the development of diverse and innovative programs to help students succeed. In their reports, colleges listed various activities including **institutional research regarding course taking behaviors, development of early alert systems for at-risk students, and improving student tracking systems.** Specific examples of college initiatives follow:

- Illinois Central College conducted research regarding whether a student's score on the reading placement exam might predict success in psychology and sociology classes. As a result, ICC's Curriculum Committee mandated that students must take a reading exam prior to enrollment in these courses.
- Lincoln Land Community College and Highland Community College will reevaluate current developmental math offerings and track student retention and completion.
- Joliet Junior College's Mathematics Department identified the remedial needs of its students and developed nine new one-credit modules for its two developmental algebra courses. Placement test results will identify areas of deficiency for each student and students will be enrolled accordingly.
- Lewis and Clark Community College's Curriculum and Instruction Committee will consider a new COMM 111 Integrated Reading and English Skills course. The course contains three linked elements: reading skills development, a paragraph writing skills component, and a sentence skills component. The College will pilot the course in Spring 2001.
- Parkland College developed learning communities in academic programs and disciplines and was recognized as a Champion by the League for Innovation in the Community Colleges for the work of its Developmental Learning Community Task Force.
- Illinois Valley Community College through a tech prep transition grant, will offer an orientation to college course to high school juniors and seniors to better prepare them for success in college. The College has been awarded a Title III Strengthening Institutions grant to develop a competency-based orientation system designed to prepare students to succeed in college by becoming responsible learners. All students will be required to demonstrate these competencies, which will include technology. Opportunities to gain competency will be available in a variety of formats, including the Internet.
- Elgin Community College has a program called EXCEL - Effort X Commitment= Learning- a program to increase the success rates of student athletes. The program has resulted in a 25-30% increase in the number of student athletes whose GPA is above 3.0.

- Harold Washington College is involved in a K-16 effort with Chicago Public Schools to identify the exit competencies for high school courses and exit competencies for all of its courses.
- At South Suburban College, faculty-to-faculty articulation meetings have been scheduled through SMHREC, a regional higher ed consortium, to assure continuity exists between university courses and community college courses.
- College of DuPage will analyze results of the latest cycle of standardized testing of general education outcomes and will share with faculty and academic administration and create action plans to enable students to strengthen skills in reading, critical thinking, scientific reasoning, mathematics, and in data applications and communication across the curriculum.
- Danville Area Community College offers a Success in College class to all freshmen and at-risk students.

State Level Initiatives:

Accountability/Program Review Reports: In 1983, the Illinois Community College Board established minimum standards for a systematic and collegewide program review process that was a major step forward in promoting program accountability. The process ensured that all community college instructional programs and student and academic support services are evaluated according to three criteria: need, cost, and quality. In 1989, the ICCB adopted cost-effectiveness and accountability as one of its major initiatives. Each year , community colleges submit an annual Accountability/Program Review Report to the ICCB. Program review summaries and other accountability information for fiscal year 2000 are being analyzed by ICCB staff, and results will be presented to the Board in October, 2000.

Program Approval: Requests for new programs are reviewed by ICCB staff as well as staff of the Illinois Board of Higher Education and subject area specialists from the Illinois State Board of Education as appropriate. Recommendations for Board approval are based on an analysis of the program's quality, cost-effectiveness and need, and in the case of transferable programs, alignment with IAI recommendations for related majors. Staff review proposals for evidence that the curriculum will meet the needs of students, the benefits for the college and the students will outweigh the costs, and the local community or surrounding districts can support graduates of the program with related employment, or that students can transfer coursework without losing credits. Over the last year processes by which new programs are reviewed have been modified to decrease the turnaround time for approval, including eliminating the review cycles, and the implementation of a Temporary Approval Process for occupational programs.

Occupational Skills Standards: ICCB staff continue to support the efforts of the Illinois Occupational Skill Standards and Credentialing Council in several ways. These include providing the Council and Industry-based Subcouncils with input related to the needs of the colleges, by disseminating information on existing and newly endorsed occupational skill standards products throughout the system, and by requiring the colleges to use occupational skill standards in program development and revision.

Leadership and Core Values Initiative: Over the past three years, community colleges in Illinois have engaged in activities that exposed students, trustees, faculty and staff to topics on shared values and ethical decision making practices. The Leadership and Core Values Initiative (LCV), as it is called, was created through a resolution by the Illinois Community College Board in 1997. The Board's resolution encouraged colleges to engage in discussion about values and ethics, to embrace ethics standards and practices, and to explore and develop methods for including the study of ethical practices into the curriculum. To assist college constituents in strengthening a campus climate steeped in a set of values, annual Leadership and Core Values Institutes, professional development seminars coordinated by the Center for Applied Ethics, and grants for campus-based programs are made available. By the end of the fiscal year 2001, 87 community colleges will have received LCV funds, representing more than $600,000 in expenditures.

Phi Theta Kappa: In 1997, the ICCB established the All-Illinois Academic Team to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is the international honor society of two-year colleges. Two annual recognition ceremonies for the All-Illinois Academic Team have been held at the rotunda of the Illinois State Capitol, where state senators and representatives and others honored the team members.

Lincoln's Challenge: The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. The ICCB scholarships give students an opportunity to continue their education at an Illinois community college. To date, over 1,300 graduates have received scholarship awards.

Educational Guarantees: Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Occupational program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

Occupational Follow-Up Study: As a part of the Illinois Community College System's ongoing accountability and program improvement initiatives the colleges annually conduct a survey of occupational program graduates. The annual ICCB Occupational Follow-Up Study Report provides statewide information from graduates of selected occupational programs regarding the effectiveness of their community college experiences. Data for the report are obtained from responses to a standardized survey. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Such information has implications for colleges, as they develop new program proposals and perform program review, in order to ensure that they stay in step with the changing job market thus providing for satisfactory employment and compensation for their graduates. Results from the

Follow-Up Survey are an integral part of the state measures used in the Performance-Based Incentive System.

Goal 6 - Productivity and Accountability

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The annual *Accountability/Program Review Report* submitted to the Illinois Community College Board by each college provides strong evidence of ongoing review, quality improvement, and strategic planning processes that are in place to ensure that the colleges continue to provide high-quality programs and services and to direct their resources to areas of highest priority. A summary of the *Accountability/Program Review Reports* for fiscal year 2000 will be available in October. In addition, the colleges regularly seek validation of their quality, productivity, and accountability from external entities. All Illinois community colleges are accredited by the North Central Association. Many programs offered by the colleges require accreditation or approval by professional associations or regulating bodies. In cases where program accreditation is voluntary, colleges usually seek the accreditation validate program quality and to provide their graduates with every possible advantage in the job market. Highland Community College may have summed it up best by stating in its Results Report, "The very existence of the College depends upon a leadership and management philosophy that continuously strives to improve productivity, accountability, and cost-effectiveness."

College Initiatives:

Strategic Planning and Linkages

Recent *Accountability/Productivity Reports* affirm that the colleges are using strategic planning initiatives to set institutional priorities and are taking a holistic approach to examining the effectiveness of the institution, rather than viewing each component in isolation. In addition, a number of colleges have implemented Continuous Quality Improvement (CQI) structures. For example:

- McHenry County College's strategic plan provides a framework for action and assessment of progress. The college reports that for fiscal year 2000, eight priority goals were set and supported by 21 strategies. By June of 2000, 40 percent of the initiatives identified to implement strategies and goals were complete and many more were well on the way to completion.
- Danville Area Community College assigned a full-time CQI coordinator to implement changes at the college.
- Elgin Community College plans to participate in the Lincoln Awards for Excellence Program that is based on the Malcolm Baldridge National Quality Awards.
- Highland Community College continued efforts to advance through the Lincoln Quality Award process.

Restructuring to Streamline and/or Achieve Economies

During fiscal year 2000, colleges continued to utilize strategic **elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to areas of highest priority.** Some examples follow:

- Danville Area Community College, Highland Community College, Illinois Central College, Morton College, and Richland Community College all achieved efficiencies by merging or reorganizing divisions, positions, and services.
- At Elgin Community College, vacant administrative positions have not been filled and responsibilities have been assumed by other administrators.
- Joliet Junior College upgraded the position of Director of Planning and Research to Dean of Institutional Effectiveness, which will provide stronger emphasis on planning and quality improvement issues.

Technology to Increase Productivity and/or Accountability

The colleges continue to invest in and use new technologies to increase productivity and accountability. Colleges most commonly reported increased use of technology in **course registration and/or delivery and data collection and analysis for accountability purposes.** In addition, colleges participate in various consortia, such as the Illinois Prairie Internet Consortium and the Western Illinois Education Consortium, that maximize their resources through sharing the costs of developing and offering courses and programs over the Internet to all students in the consortium. A sample of other specific college actions follows:

- Harold Washington College plans to gradually convert all video courses to Tele-Web courses, as well as instituting additional Internet and technology requirements for students in the regular college curriculum.
- The College of Lake County increased its Internet offerings from 21 courses in fiscal year 1999 to 40 courses in fiscal year 2000, and approved offering an on-line Associate of Arts Degree and on-line Associate of Applied Science Degrees in Computer Information Systems, Microcomputer Applications, and Multimedia Communications. In addition, the college plans to develop and implement a Web-based registration system and provide student and faculty access to class information on the Web.
- Lake Land College offers an average of 30 distance-learning classes to 500 students throughout the district each term, and the second class of students has graduated from the on-line Career Specialist Certificate program.
- Lewis & Clark Community College recently installed PCs on campus that use the same software standards as the majority of PC users in the business community.
- At Moraine Valley Community College, two Internet-based technology programs were implemented as the result of interdepartment cooperation.
- Oakton Community College is beginning conversion to new student and financial systems. with the long-term expectation of improved productivity and cost-effectiveness.
- Both Southeastern Illinois College and Spoon River College improved instructor productivity with the establishment of electronic smart classrooms.

Internal Reallocation of Staff and/or Other Resources

Colleges continue to be faced with large numbers of faculty and staff retirements which challenges their ability to maintain appropriate staffing levels, but also provides the opportunity to reallocate staff resources or reconfigure staffing plans. For example:

- Black Hawk College, William Rainey Harper College, Kankakee College, Moraine Valley Community College, and Sauk Valley Community College all took the opportunity to analyze vacant positions to realign faculty positions to instructional areas of high growth or redirect administrative dollars to teaching and learning activities that directly benefit students.
- Parkland College's staffing plan provides continual analysis of staffing by requiring that each vacant position be evaluated based on the overall needs of the college and the need to maintain a maximum of 45 percent of credit hours taught by part-time faculty.
- Triton College developed a temporary two-year program that allows a retiring faculty member to teach as a professor emeritus to reduce the pace of needed replacements in the immediate future.

Curriculum Revisions, Consolidations, and Eliminations

Community colleges strive to maintain program offerings that are relevant to the needs of students and employers, as well as affordable. The colleges use regular program review to identify programs that require significant changes to remain relevant or are no longer viable due to low productivity or cost-effectiveness. The result is that a large number of programs are revised, consolidated, or eliminated each year. As a result of annual program review during fiscal year 1999, 101 programs were significantly modified, discontinued, or scheduled for further review. Likewise, the colleges are constantly attuned to the needs of the citizens they serve for new programs to address emerging employment needs in the district and/or emerging occupations. During fiscal year 2000, colleges created more than 120 new occupational programs through the modification of existing curricula, primarily certificates in the areas of computer and information technology and business, and developed a number of new curricula, most often in the area of allied health. Four colleges also developed new transfer degrees: two developed Associate in Engineering Science Degrees, and two developed Associate in Science and Art Degrees.

Increased Productivity through Maximizing Resources

Colleges reported that they attempt to increase productivity and cost-effectiveness by maximizing resources. Highland Community College, Illinois Valley Community College, College of Lake County, Oakton Community College, and Southwestern Illinois College all implemented **technology improvements to enhance data collection and analysis to provide essential information for effective decision-making and planning.** Seven colleges reported on **energy conservation initiatives aimed at reducing utility costs,** with some very positive results. For example, College of Lake County estimates that its comprehensive energy project will save $400,000 a year in utility costs, and William Rainey Harper College estimates that moving to a Power Purchase Option will save about $130,000 in fiscal year 2001. Colleges routinely maximize resources through **partnerships with business/industry or other agencies.** Following are some examples.

- Elgin Community College partnered with the Village of Streamwood and Duraco Products to create a second computer classroom in an outreach site.
- Illinois Central College will seek funding from business and industry to fund a full-time faculty position in the skilled trades.
- Kishwaukee College implemented a dual enrollment plan with Northern Illinois University and area high schools and expanded cooperative agreements with other community colleges.
- Moraine Valley Community College expands institutional productivity and provides value-added opportunities through business partnerships that make high-end equipment, software, and training available to students and faculty.
- Prairie State formed a partnership with a local hospital and park district to increase the community's access to health, wellness, and fitness by joining economic forces to build a 64,000 square foot multi-use facility.

State-Level Initiatives:

Recognition: The ICCB reviews the recognition status of colleges on a five-year cycle. A streamlined revised recognition process has been implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. Financial audit visits have been decoupled from the recognition process but audit results will remain a part of the process. Evaluations have been broadened to include quality indicators in addition to compliance standards.

Strategic Planning Initiative for the Next Decade: In January 1994, *VISION 2000, Charting a Course for the Future* was put in place to serve as the focus of initiatives for the system and the ICCB through the remainder of the 20th Century. As the system enters the 21st Century, it has launched a major planning initiative to develop a forward-looking strategic plan that will provide a focus for the system for the first decade of the new millennium. The plan was developed with input from all community college constituency groups and the ICCB. *The Promise For Illinois* and its seven pledges will be implemented for fiscal year 2001.

ICCB Databases and Related Reports: ICCB has developed a comprehensive Management Information System and maintains large administrative databases containing detailed information about students, faculty and staff, curricula, courses, facilities , fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty and staff salaries, unit cost for instructional delivery, and others that provide statewide accountability as well as valuable information for the colleges to use. These databases are instrumental in meeting state and national reporting and outcomes assessment requirements. The latest ICCB database contains detailed information on students who participate in noncredit courses (N1). Noncredit programs are an important and growing part of how colleges meet the need for education and training in the communities they serve. For the first time, the annual report on student enrollment and completion patterns contained both aggregate noncredit course enrollment data and selected detailed information about individuals enrolling in noncredit courses.

System Funding Initiatives: The ICCB has made an effort to expand "block grants" to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments.

These funds are distributed in various categories that support areas that are critical to accomplishing the community college mission. A grant that supports productivity within the system is as follows:

- Deferred Maintenance Grants provide funding the help defray a backlog of maintenance projects which could not be funded through the college's regular operation and maintenance budgets. For fiscal year, a total of $3.25 million was appropriated to support these grants.

Uniform Financial Reporting System: The Uniform Financial Reporting System (UFRS) is a major ICCB initiative to provide the system with a comprehensive financial database. UFRS is operational with audited data by colleges currently accessible on the ICCB homepage. UFRS provides another tool for use in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the individual college level. Additional analysis can be performed by college officials who have the capability of creating real time customized queries of the databases. The database and software are currently being upgraded to provide better accessibility to all districts.

Performance-Based Incentive System: The Performance Based Incentive System (PBIS) is dedicated to fostering and evaluating a variety of educational improvement initiatives among Illinois community colleges. Fiscal year 2000 was the second year for PBIS, which incorporates both statewide measures and a district specific component. Statewide measures account for 60 percent of PBIS dollars and include: Student Satisfaction, Student Educational Advancement, Student Success in Employment/Continued Pursuit of Education, Student Transfer to Four Year Institutions, Population Served, and Academically Disadvantaged Student Success. The district-specific component accounts for a maximum of 40 percent of the PBIS dollars – for colleges performing at the highest level – and recognizes district autonomy, mission differentiation, and the need to address individual community needs. Colleges concentrate their efforts in one of the following areas: Workforce Development, Technology, or Responsiveness to Local Needs.

Summary and Conclusion

Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation system by providing access and opportunity to nearly one million diverse students annually. The Results Report for fiscal year 2000 provides continuing evidence that the colleges and the Illinois Community College Board are individually and collectively directing their human and fiscal resources to programs and services that support the statewide goals for Illinois higher education, including efforts to recruit, retain, and graduate students, and to provide increased access for community college students to baccalaureate completion programs and to high skill, high wage employment. In addition, the ICCB budget continues to utilize restricted grants to the colleges to target funds to high priority areas including workforce preparation, special populations, technology, deferred maintenance, and most recently, preparation of information technology professionals and support for the expansion of dual enrollment programs.

As referenced throughout this report, during fiscal year 2000, the Illinois community college system assessed what has been accomplished during its thirty-five year history and the direction it needs to go, with input from thousands of individuals representing communities, business, government,

educational partners, and all constituency groups within the community college system. The result is the *Promise for Illinois* in which Illinois community colleges pledge to (1) produce a locally and globally competitive workforce, (2) offer effective transfer opportunities, (3) expand adult education and literacy programs, (4) provide universal technical skills, (5) emphasize high quality, (6) deliver affordable access to learning opportunities, and (7) model leadership and ethical decision-making. These seven pledges are consonant with the statewide goals for higher education. As the community college system works toward fulfilling its *Promise to Illinois*, the colleges will continue to measure and report their progress in continuously improving programs, services, and outcomes to enhance Illinois' system of higher education.

Appendix A

DESCRIPTIONS OF BEST PRACTICES

Black Hawk College Export Trade Center

The goal of the Black Hawk College (BHC) Export Trade Center (ETC) is to assist firms engaged in international trade and companies entering the global marketplace to increase export sales and product market share. The mission of the Export Trade Center is specifically to: 1) increase international trade skills in the business community by providing "training for trade programs that assist companies in exporting; 2) provide a Train-the-Trainer program with practical training resource materials that can be adapted by other Illinois community colleges to serve their respective communities; 3) assist international business owners and managers to promote international trade awareness and increase access into the public and private management resources necessary to start, stabilize and expand international markets through referrals and direct delivery of international trade services.

The ETC focuses on the critical need to increase international education awareness and to develop a skilled international workforce to expand international trade and promote economic development by offering eight (8) one-half day "training for trade" workshops with an average of nine (9) participants in each session.

The Export Trade Certificate Program (ETCP) is implemented through the BHC's Small Business Development Center (SBDC). The ETCP is a competency-based course designed for the entry-level, new-to-export companies offering 4.5 CEUs. The program consists of 45 hours of instruction and is specifically designed for current and potential exporters. Six (6) elective, country-specific "how to do business" workshops were presented as part of the ETCP. Workshops conducted were on Canada, Mexico, Brazil, Asian Pacific Rim and Korea. The ETCP seminars average at least eight (8) participants.

BHC's SBDC/ETC presented two (2) regional "Train-the-Trainer" conferences to assist colleagues in promoting international trade awareness and improving workforce skills. The two (2) conferences had 28 participants represented from 11 states.

The Export Trade Center is highly successful in offering services to more than 80 companies. Over fifty-six (56) companies are now registered clients of the ETC and interact on a regular basis requesting technical assistance. An international resource library is housed in the ETC including internet services available to business employees and BHC staff. The ETC serves the international business community in Rock Island, Mercer and Henry Counties. Since the inception of the Export Trade Center on August 1, 1997

- 83 site visits have been conducted;
- 255 individuals have attended the courses and workshops;
- 177 companies have been placed on the BHC/ETC international data base Fax list; and
- 101 Matchmaking Trade leads have been disbursed.

The Export Trade Center impacts regional economic development and growth. According to the Illinois Department of Commerce and Community Affairs, one in eight jobs is impacted by international trade. The Export Trade Center at Black Hawk College is successful because it provides return-on-investment services to small and medium-size companies participating in global trade. The ETC partners with the Illinois Department of Commerce and Community Affairs, International Trade Division; Illinois Quad City Chamber of Commerce; Quad City Development Group; and U.S. Department of Commerce Export Trade Center.

8/00

BEST PRACTICE

College Name: Richard J. Daley College 5-digit College Number: 50806 Date: June 2000

Daley College's best practice that best illustrates its effort during fiscal year 2000 in achieving *The Illinois Commitment* goals is also one that supports the district-based goal. The Daley College goal to *enhance relationships with high school counselors to encourage referrals to the college* has grown to encompassed all areas of the Illinois Commitment goals:

With respect to **Higher education will help Illinois business and industry sustain strong economic growth,** in addition to its other components, Daley College's Excel Program offers service area high school students an opportunity to access a variety of well paid career paths in the retail fields of food, general merchandise, information processing and pharmacy with Jewel-Ocso. Ninety-eight students were enrolled in the program during the 1999-2000 fiscal year.

With respect to **Higher education will join elementary and secondary education to improve teaching and learning at all levels,** Daley's partnerships resulted in best-practice and training trainers opportunities for both Daley College and service area high school teachers. One such example is a summer workshop conducted by Daley College wherein Chicago Public high school teachers are given the opportunity to learn about biotechnology and gain access to new ways of teaching this material.

With respect to **No Illinois citizen will be denied an opportunity for a college education because of financial need,** as previously stated, no less than 74 percent of the families of service area high school students are low income. Daley's relationship with area high schools often provides the first contact our students have with higher education. Daley' Upward Bound Program provides cultural enrichment and mentoring activities which encourage students to achieve upward mobility through education.

With respect to **Illinois will increase the number and diversity of citizens completing training and education program,** page 2 of Attachment E reflects the diversity of our service area high school population, of which ninety-three percent is minority. Daley's increased recruitment activity and success routinely addresses this issue.

With respect to **Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning,** page 3 of Attachment E reflects that only twenty-two percent of the service area high school population was at or above the state average on the Test of Academic Progress (TAP). Daley's efforts to strengthen its developmental educational program are both timely and mandatory.

With respect to **Illinois colleges and universities will continually improve productivity, cost-effectiveness and accountability,** Daley's increased enrollment from its service area high schools made Daley College one of only two of the City Colleges of Chicago which experienced enrollment increases during the 1999-2000 fiscal year.

Example of a Best Practice CCC Kennedy-King

Graphic Communications Program/Graphic Link Partnership

Graphic Communications trains graphic artists, desktop publishers, digital imaging specialists, electronic prepress operators, color separators and others for the printing industry, which employs over 80,000 people in Cook County. Starting annual salaries range from $15,000 to $25,000 for associate degree graduates. The program has a well established industry relationship with business partners that range from industry giants to outstanding mid-size and small companies.

The program has been exemplary in its involvement in Tech Prep, Workforce Development, Secondary and 4-Year Articulation, as well as in Community, Government and Business Partnerships. The School-to-School Tech Prep project involves formal articulation agreements with six Chicago Public High Schools, four baccalaureate level institutions, and twelve industry partners. During the 1999-2000 academic year, the Graphic Communications program offered five classes to "College Excel" high school juniors and seniors.

A model college-community-government-business partnership and Workforce Development initiative was implemented this past year. Graphics Technology Bridge Training was a collaboration between Kennedy-King College, Wright College, the Mayor's Office of Workforce Development (MOWD), several respected community based organizations, and printing industry business partners. With funding from MOWD, placement facilitated by industry involvement, community outreach and student support provided by community agencies, and motivation provided by the students, the program was very cost effective with a high probability of success.

The program addressed the problem of employers in the graphics/printing industry who face a shortage of qualified workers and the problem many of Chicago's working poor face trying to earn a liveable wage. It also reflected the City's commitment to find and support solutions to both problems. Appropriately named Graphic Link, the two components of the program began in January. Graphic Link Certificate training focused on upgrading skills of workers so that they could advance from less skilled entry level positions to more skilled, higher paying, career track positions. Graphic Link Bridge program qualified more marginal workers, many with little or no work history, to move from unemployment or low paying, "dead end" jobs to career path employment in the printing industry.

The certificate program, which ran from January 18 to June 28 , enrolled 17 students, graduated 13 of them, and has already placed eight of them in printing industry positions. The Bridge program, which ran from April 3 through June 9, enrolled 19 students, graduated 17 of them and has already placed 12 of them. It is the goal of the program to place all of the students before fall semester begins. The project is an excellent example of how a collaboration can simultaneously meet the needs of employers, workers (students), and government while fulfilling the missions of the College and community based organizations.

Best Practice

CCC-Malcolm X College

There were many best practices at Malcolm X College this year, but one practice critical to the college this year was the implementation of the college assessment plan. This practice as required by the NCA is one of the means to improve the quality of academic programs and students' learning experience.

An implementation model of the college assessment plan was developed in FY 1999. The model consists of three components and various indicators:

- ***Component 1: Performance Outcomes,*** focused on students' academic learning, and institution effectiveness, which are collected at three levels:
  - ***College level:*** placement test (entrance – basic skills), general education portfolio assessment, satisfaction and resource surveys;
  - ***Course level:*** faculty evaluation of student performance, student evaluation of instruction;
  - ***External level:*** board license/certification exams, clinical evaluations, employer surveys, transfer student performances.
- ***Component 2: Inquiry,*** focused on faculty/administration review of outcome data, and faculty/administration identification of areas for improvement.
- ***Component 3: Changes,*** focused on changes made by faculty/administration on curriculum, instruction, assessment, resources, and services.

The priorities were given to the following items this year:

- Create a culture of data dissemination and inquiry.
- Build up a connection between assessment and improvement.
- Institutionalize student evaluation of instruction.
- Develop general education portfolio assessment.
- Evaluate students' satisfaction with services and programs.

As a result of efforts by administration, faculty, and students, the following results were achieved:

- Students' performance data was collected, summarized, and distributed each semester for reflective inquiry.
- About 50 percent of the faculty participated in the reflection process.
- An instrument for students to evaluate instruction was developed by faculty and administration and, beginning in Fall 1999, implemented at the end of each semester.
- The development of a general education exit portfolio assessment instrument was initiated.
- Student surveys regarding services, computer technology needs, and relevance of learning to their post-graduation employment were administered to the current students and graduates.
- The data results and reflections were shared among faculty and administration. The areas for improvement were incorporated into the college educational planning and budgeting processes.
- Some actions were taken to address problems. For example, a pre-registration Advisement Week was institutionalized in Fall 1999 and an Academic Advising station was set up during open registration to assist students in course selection and education planning.

This assessment initiative fostered communication between administration and faculty and among the faculty in various disciplines regarding teaching and learning experiences. It helped the college to encourage good teaching and learning practices and find the directions for program and service improvement so as to ensure our students receive quality education and become productive citizens of the society.

Description of a "best practice" at Olive•Harvey College

Colleges have been asked to include in the 2000 Results Report a one-page example of a "best practice," that is, the one thing the institution is doing that best illustrates its efforts during Fiscal Year 2000 in achieving *The Illinois Commitment* goals.

Olive•Harvey College's choice for this "best practice" is its new Annual Assessment Report, discussed briefly as it relates to **Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.** As *The Illinois Commitment* states,

> Probably the most important revolution on higher education's horizon is the shifting from processes to outcomes —from asking "What courses did you take and pass when you were in college?" to asking, "What do you know and what can you do?" (p. 8)

This focus on outcomes is indeed the essence of the new Olive•Harvey College assessment plan. All department and program areas submit an annual assessment report utilizing the attached form. These reports are studied by the College Assessment Committee and then published as a document to the entire college community. The Assessment Committee reviews and organizes its conclusions in response to four questions: 1) What are Olive•Harvey College's strengths in regard to student learning? 2) What are Olive•Harvey College's weaknesses in regard to student learning? 3) How might student learning be improved? and 4) What improvements are needed in the assessment process?

The College Assessment Committee has college-wide faculty participation in academic assessment, and it is pursing continuous improvement of the assessment process. Priorities for the coming year include linking assessment to budget and documenting modifications in teaching made as a result of assessment feedback.

Harry S Truman College
Best Practice
in Achieving
The Illinois Commitment Goals

The 1999 Integrated Field Experience

The Truman College Office of School/College Partnerships, in cooperation with Edge Up, a North Side community organization, held its second annual Integrated Field Experience (IFE) on July 19, 20, 21, 1999. Dr. Elena Mulcahy, director of the Truman school-partnership office, joined by representatives of Edge/Up and by a member of the Truman Tech-Prep Advisory Board, organized and led the three-day tour of scientific workplaces. Its purpose was to give science educators the opportunity to observe employees applying theories and techniques taught in schools to the tasks and technology used by industry. It provided an arena for teachers to imagine their students' professional futures.

Thirty-two science educators and counselors from five North Side public schools, two adult-education centers and Truman, as well as from a nearby university, observed technical operations and laboratory work at three sites. They then discussed their experiences and observations with the professionals working there. The educators were also asked to create, for use with their own students, interactive lessons that reflected what they observed at the sites. The IFE was supported by Federal initiatives that promote the articulation of scientific curricula in order to attract CPS students to Truman and other City Colleges on to universities and ultimately into scientific careers in industry.

The program began on Monday, July 19, with a SCAN (Secretary's Commission on Building Necessary Skills) workshop on building real-world skills into classroom lessons. College Vice-President Marguerite Boyd presented the seminar. Participants then visited Weiss Memorial Hospital, a biotechnology work site. On Tuesday, July 20, they visited the BP Amoco Research Center, for chemical technology and, finally, S&C Electric to view electronics production and testing on Wednesday, July 21. Most participants attended all three days of the event and their evaluations of the sites and the SCANS workshop were positive. Participants were asked to submit a SCANS-style lesson based on each visit.

BEST PRACTICES:

Harold Washington College has developed strong linkages with the Chicago Public Schools, city government agencies, and industry leaders and has developed activities that bring these entities together under circumstances that showcase our students and our college. These activities add to the economic development of the city, and illustrate the strengths of the community college.

The strongest example of this type of activity is the Hospitality Showcase Dinner, sponsored by Harold Washington College, Kennedy – King College, and the Mayor's Office of Special Events and Department of Cultural Affairs. Participants include students from Chicago Public High School's hospitality programs, Harold Washington College's hospitality program, and the Washburne Culinary Institute and Dawson Technical Institute Chef Training Program of Kennedy – King College. The planning committee includes representatives of the Department of Cultural Affairs, the Office of Special Events, teachers and administrators from all of the educational institutions, and hospitality industry employers. Students must audition for a committee of industry and education representatives in order to participate in the program.

The Mayor's Office of Cultural Affairs contributes the Chicago Cultural Center as a venue for the dinner,. The mayor attends the dinner, which brings very high profile potential employers to the event. Private industry donates food, linens, dinnerware, and expertise to make the dinner possible. Professional caterers and meeting planners work with the students as they prepare and serve the meal and greet guests. It brings visibility to the college and to our programs and highlights the students abilities. In the program for the dinner, the guests receive the resumes of each of the students. Students gain invaluable experience and may also make their first connection with the industry in which they desire to work.

The best outcome of the event was that a number of hotels, catering services, and tourism coordinators have made requests of the college for student interns. Eurest Dining Services completed a five week apprenticeship training program for Chicago Public School students at Harold Washington College in June 2000. These student interns will study in the summer, and will undergo an apprenticeship with Eurest while they finish high school, modeled after the European apprenticeship programs, and then articulate into Harold Washington College's hospitality programs.

The second annual showcase dinner has brought a challenge from Eurest Dining Services to other hospitality industry participants to follow their lead in this endeavor. This kind of cooperation can only improve the quality of education and increase the economic development of the Chicago community. Harold Washington College is very proud to have conceived and taken the leadership role in this program.

In response to Goal Five of *The Illinois Commitment*, Wright College's institutional assessment plan exemplifies a "Best Practice" that yields results that assure students of the quality of the academic programs they are completing. The institutional assessment plan consists of several key elements, all focused on program improvement. These include the following:

- Required departmental exit tests in all remedial classes, all general education courses, and all multiple sections of the same class that require students to pass (demonstrate minimum core outcomes) before having their course grade determined;
- Annual assessment of curriculum effectiveness by each department which must evaluate all its courses on a five-year review cycle and produce annual assessment reports for both the academic administration and the faculty-led College Assessment Committee;
- Annual Program Review of occupational and transfer programs, again using the five-year cycle of review and culminating in decisions to terminate or significantly modify programs;
- Evaluation of tenured faculty at least once every four years with thorough review of teaching materials, classroom performance, institutional contributions, and the results of student evaluations;
- Annual review of untenured teaching faculty that includes multiple visitations of classes by peers and administration and close scrutiny of student evaluations each semester;
- Regular evaluation of adjunct faculty by their departments during their first two semesters of teaching and review each semester of their student evaluations with follow-up when needed;
- Efforts to incorporate national, professional, or local performance measures into outcome assessment, especially in programs requiring license or competency examinations, such as nursing, radiography, occupational therapy assisting, and continuing education course work as part of the Microsoft Certification Center Program at the Wright South campus.

In its most simple formulation (as specified by the accreditation body, NCA), assessment is the process by which the College determines whether its curriculum is doing the job it says that it is doing and has the capability to improve when assessment data points out problems. The processes listed above provide the means for the College to see how individual students are doing each term in the core curriculum (mandatory exit-testing) and to ensure comparable quality in course offerings, whether the instructors are full-time or adjuncts. In addition, the processes require departments and the academic administration to regularly articulate the state of the curriculum (annual assessment reports and Program Review). Procedures for evaluating and improving instruction (comprehensive teacher evaluation) are in place and lead to praise, enhancement (through individual development plans), or (in the case of unsatisfactory untenured and adjunct faculty) termination of employment. The consequences of this assessment program are beginning to be felt throughout the College as District-wide data on student performance and comparative transfer information sent to the College by senior institutions in the state who receive our graduates show that Wright College students regularly outperform their various counterparts at other institutions.

The College feels that its overall Assessment Program qualifies as a "Best Practices" example of Goal Five's emphasis on quality learning experiences, high expectations for students, and program accountability.

Danville Area Community College
Best Practice
Fiscal Year 2000

Best Practice: Establish and maintain Industry Clusters to strengthen workforce skill base and partner industry with education to ensure expertise and dedication in tomorrow's workforce

FY 2000 Activity: Created 3rd Industry Cluster: Information Technology

As American industry adapts to a more variable and competitive world marketplace, there is a clear emergence of a new type of employee. This employee understands technology, knows how to operate, navigate and troubleshoot leading hardware and mechanical innovations. This employee also understands that the leading by-product of this new technology is information, and that information and not the technology is what runs the wheels of commerce. In 1992, the total number of sites on the Internet was less than 400,000, seven years later the total number of sites is beyond the trillion mark. Some call this a "glut of information" or information overload, regardless of the actual data tally or whether the Internet is bad or good for the general public, it is here, and it is a apart of human life and the life of business and industry. In this overflow of information, a new occupational trend has evolved, one that links a person's technical skills with their ability to manipulate and manage information.

Danville Area Community College (DACC) is committed to the development of programs that unite technological paradigms and theories with information management and maintenance frameworks and strategies. DACC contends that by building and equipping students with these skills and talents, the local Danville economy will grow. DACC and the Danville Area Economic Development Corporation have selected the "Industry Cluster" method as a way to promote and stimulate career opportunities and partnerships with area K-14 educational systems. The concept of industry clusters is to bring together like-kind businesses to promote that industry type and to create a training system that addresses that industry group's needs. Last year, all school districts in the community college district adopted the *Career Framework* which incorporates the six (6) career interest areas *(Agriculture & Natural Resources, Arts & Communications, Business & Administrative Services, Health Services, Human & Family Services, and Engineering & Industrial Technology)* into each school's curriculum. Under each career interest area, students are to choose course sequences under one of two options: a Technical Option or a Professional Option. Each Industry Cluster supports and promotes one of the six Career Interest Areas. These clusters establish a dialogue between industry and education, prompting ongoing change evaluation of existing curriculum and the creation of new curriculum that better prepare the local workforce.

Education-to-Careers and Tech Prep are two such initiatives that help establish this link or partnership between school and work. Their primary mission is two-fold: to enhance the skill base of today's workplace; and to partner with education to ensure expertise and dedication in tomorrow's workforce. Businesses need to communicate, collaborative and come together to work with education to find the common denominators that address a multitude of business hiring needs.

To date, the clusters that have been formed within the DACC district are the Metal Cluster and the Logistics Cluster. The Metal Cluster has been operational for approximately one year and has developed the following activities for their respective career interest area:

Danville Area Community College
Best Practice

- → Developed a Manufacturing Recruiting Video that targets students and parents and promotes careers in the metals industry
- → Created promotional materials to market manufacturing careers
- → Established a variety of marketing activities to students and parents
- → Creation and sponsorship of Fast-Track Postsecondary Apprenticeship programs at Danville Area Community College for Associated Degreed Graduates; Sponsorship of NIMS Certificate testing in the Vocational Occupational Technical Education Center (VOTEC) Manufacturing Technology Program.

Danville Area Community partnered with the Danville Economic Development Corporation to expand the Clusters concept to a third industry cluster -- Information Technology (IT). The IT Cluster will work hand-in-hand with the Tech Prep and Education-to-Careers initiatives to increase awareness of career opportunities in Information Technology. Locally, CCMSI, Walgreens, Blue Cross and Swiss Colony have all expressed interest to the Danville Area Economic Development Corporation and DACC in an Information Technology cluster formation. The following companies have expressed a need for IT trained employees: NACCO; Herr's; 1st National Bank; Palmer Bank; First Midwest Bank; and Devro-TeePak.

"Best" Practice: Adult Fast Track Program

The Adult Fast Track program exemplifies College of DuPage's commitment to achieving the Illinois Commitment Goals to help Illinois business and industry sustain strong economic growth by providing an educated work force and the commitment to increase the number and diversity of citizens completing training and education programs.

The context for the decision to develop the Adult Fast Track includes the following data: (a) thorough study of recent enrollment patterns has indicated the College has been steadily losing an important segment of the student population: adults aged 24 to 39; (b) employees in this age range are often working their way into managerial positions for which associate and bachelor's degrees are required; (c) with low unemployment continuing, investment in good employees is necessary to sustain a strong managerial work force and employers are increasingly willing to finance the education of their employees in order to move them into higher positions in the organization; and (d) nearly 30 local baccalaureate-granting institutions with accelerated degree programs have been attracting COD students. Focus groups conducted with adult students indicated their desire to take courses with working students like themselves. Since most are at a time in their lives when family and career responsibilities are increased, they do not want to waste time while earning their degrees. The need for an accelerated associate degree/transfer program at COD quickly became evident. These findings provided the justification for the initiation of the Adult Fast Track program, which was implemented in Fall Quarter 1999. It is an accelerated associate degree completion program for adults 24 years of age and older. After a full year of planning and promotion, the first group started in Fall Quarter 1999 with 90 enrollees. One hundred and eighty students are currently enrolled in the program, with an additional 120 students entering Fall, 2000.

Students can choose one of three associate degree tracks: Associate in Applied Science in Management, Associate in Arts, and Associate in General Studies. Students attend classes one night a week and complete their associate's degree in two years. While the program requires less seat time than a traditional course, the course requirements have not been lessened. General education courses are offered in an integrated format, allowing students to complete two courses at the same time. While communication via e-mail, FAX and telephone is arranged between faculty and students, program participants are viewed as independent learners who must complete considerable coursework outside of the classroom in order to meet the course objectives. The rigor of the program is emphasized to interested students prior to admission into the program. Extensive placement testing ensures that students are able to handle the required academic load. Moreover, relationships have been established with transfer institutions to ensure a smooth transition to a four-year degree.

Training is provided for COD faculty and staff, and regular debriefing sessions and student feedback enable them to share best practices and improve services. College Assessment of Academic Performance (CAP) testing is being administered in order to assess student learning; and students evaluate each course and faculty member. This feedback is evaluated and used for continuous program enhancement as the College of DuPage strives to improve its service to the citizens of the community.

BEST PRACTICE

Elgin Community College is very proud of its High School Orientation program and is submitting it as our Best Practice to support the Illinois Commitment, particularly as it addresses a number of state-wide goals. Involving the collaboration of Admissions, Testing, Counseling, Registration, Multicultural Affairs, Student Life and other departments, it is a multi-media, multi-team approach to the important task for orienting high school students to the exciting, yet demanding, life of a college student at ECC.

This program received the **Gene Magac Bright Idea Award** at the 77th Annual IACRAO Conference. There are three distinct parts to this program: *"The Build Up," "The Big Show,"* and *"Onward and Upward."* These three elements of the program will be described.

The Build Up: Personal contact is the predominant theme as the Admissions Office prepares new students for Orientation. Staff members mail postcards and make personal phone calls to ensure that students have completed all the pre-Orientation requirements (assessment testing, etc.). No more than 60 participants are scheduled at any one session. When they arrive at ECC on their orientation date, students are greeted personally by Admissions staff.

The Big Show: (1) *Pre-Show*: Upon entering the Orientation Room, new students find themselves amidst a frenzy of activity. Trained ECC student orientation leaders greet them while lively contemporary music is playing. A multimedia "ECC Trivia" show, comprised of photos, graphics and text, is shown. Students who correctly answer trivia questions are rewarded with T-shirts and other prizes. Spontaneity rules, as the Orientation Leaders get the new students to loosen up and become involved in Orientation. (2) *Introduction:* New students convene in groups of 10-12, with two Orientation Leaders facilitating each group. At this time, financial aid, student activities and counseling/career center paperwork is completed. (3) *Success Strategies*: Facilitated by an ECC counselor, student groups peruse the "2000 & Beyond: Success Guide." (4) *Diversity:* The Multicultural Admissions Office conducts an engaging, interactive session on student rights and our zero tolerance regarding sexual harassment and discrimination based on race, age, gender, disability and sexual orientation. (5) *Information Show*: Led by one Orientation Leader, this multimedia show covers college services and policy information. (6) *Counseling Session*: Each student spend 10-15 minutes individually with a counselor to determine courses for the upcoming semester. Additionally, students are scheduled to return in September for a longer appointment and a full educational/career planning session. (7) *Scheduling & Registration*: After the counseling session is finished, Orientation Leaders help students select course sections and work out a schedule. The final step is class registration and event evaluation.

Elgin Community College

Onward & Upward: Campus Jam is the culminating event prior to the onset of the fall semester. All 1,000+ new students are invited back to campus to enjoy an outdoor picnic, deejay, games, prizes and campus tours.

WILLIAM RAINEY HARPER COLLEGE
Best Practice 1999-2000
Developing Institutional Core Values

Before and since the most recent North Central Accreditation self-study, members of the Harper Community have sought ways to better define and also to change the institutional climate. There has long been a desire to ensure that Harper College is a positive and learning oriented environment for students and employees. To that end, a group of administrators (President's Council) undertook the initiative of identifying and developing core values for themselves during the Summer of 1999. It was thought that by identifying guiding principles for their work at the College, these administrators could contribute to working in an environment that would be desirable for all.

After President's Council core values were identified, the President presented them to the College community and asked that they, through a shared governance approach, develop core values for the institution. This request was eagerly embraced by the Human Resources Committee which undertook a yearlong process involving people from all employee groups in a process to develop institutional core values.

Throughout the Fall 1999 semester, the Human Resources Committee interacted with employees primarily through the Intranet and a campus newsletter regarding choices for institutional core values. In January 2000, a retreat with approximately one hundred employees was conducted to identify and define core values for the institution. An outside facilitator was selected to ensure that work done previously by the larger campus community could be incorporated into a daylong process culminating in a set of guidelines for institutional behavior.

Following the retreat, the Human Resources Committee finalized the institutional core values and then presented them to the entire campus community. Subsequently, follow-up workshops were conducted with employees so that ways of integrating or institutionalizing the core values could be identified.

The identification of institutional core values has been an important initiative for Harper College because it defines values to which employees will adhere as they interact with each other, students and the larger community. The core values represent guidelines for behavior. These values, selected from hundreds of possibilities will underpin not only behavior but also institutional processes such as planning and governance. The Human Resources Committee will work throughout the 2000-01 year with employees to continue in the process of internalizing the core values. Future work is planned through scheduled fall workshops and through the initiation of emotional intelligence training – a methodology selected to help employees better live the core values. In addition, it is anticipated that the core values initiative will directly spread to students through work with the Academic Standards Committee and with Student Affairs. The Harper approach has been to begin the core value process with employees with the expectation that they will model their efforts for students.

Best Practice Heartland Community College

The Institutional Technology Team and the New Heartland Campus

Almost four years ago, a study of information technology organization at Heartland Community College was completed. The greatest change implemented as a result of this report was the reorganization of technical/information support into a central Information Technology Services (ITS). The Institutional Technology Team was created as an advisory group on the full range of ITS activities. This structure is unique in that all aspects of technology - programming, instruction, records management, and elements of public information - are brought together and analyzed in one committee.

In order to make it more responsive to all functional areas, the Institutional Technology Team (ITT) membership represents all users and providers of information technology on campus. Issues related to new and existing policies, increased technology availability, training and education, customer service, and expanded professional development are regularly seen on the agenda.

ITT will become even more involved as Heartland Community College moves to a new campus in the Fall of 2000. The expansion of College information systems will help guide professional development activities, instructional planning, and the evaluation of applications that will effectively analyze and report databases. ITT will continue to promote the highest and best use of existing and future resources, and encourage continuing high quality customer service.

The new campus houses exceptional teaching facilities. This is not the result of committee action or one individual's efforts. Many years of planning and including everyone in Strategic Planning have helped produce these results. The Institutional Technology Team is one example of the team approach to consensus and the commitment to goals centered on expanding student learning and staff development opportunities.

Issue(s) Related to the Illinois Board of Higher Education Results Report

Best Practice: Capstone Course for General Education Outcomes Assessment

Highland Community College, Freeport, Illinois, designed a seminar course for second-semester sophomores. This course, which was offered for the first time during the spring 1999 semester, provides students with the opportunity to integrate and apply knowledge and skills from their general education curriculum. Throughout this eight-week course, students design and evaluate projects, demonstrate critical thinking and focus on the knowledge and values leading to personal and professional success. The course provides students with an opportunity to explore the personal, social, and practical issues of transition to a senior institution or work environment.

While interesting and rewarding, this course also benefits the College by assessing student learning outcomes and competencies in six areas of general education, including communication, critical thinking, technology, academic and occupational success, and awareness and appreciation of human culture.

This course is an opportunity for students who have completed approximately three semesters or approximately 45 credit hours of degree-track general education courses. Students who complete the College Outcome Measures Program, a standardized instrument developed by ACT, and have earned enough credit hours are invited to enroll in this course. During the course, students synthesize and apply their knowledge and skills in situations related to academic transfers or employment opportunities.

The Highland Community College sophomores who completed the initial Capstone Course represented nine high school districts and nine major fields of study. All 20 students who participated in the program were beginning their fourth full-time semester at Highland when the Capstone Course began. Although, the sample was limited to 20 students, these students represented much of the diversity of Highland students in background and academic history.

Throughout this course, students are provided with a variety of materials and then design and evaluate projects based on the material. Projects are evaluated to determine the students' abilities to engage in informed discussion; to gather, analyze, and synthesize data; to make effective oral and written presentations; to work in collaborative groups; and to critique and evaluate their work and others work as well.

As part of Highland Community College's on-going development of the process of assessment, Highland Assessment Committee members consulted colleagues at the North Central Association and at ACT. A result in these discussions has been the decision to create a Capstone Course as an additional component of the assessment process. The course allows faculty to observe directly the general education skills and attitudes that have been learned and their application.

Traditionally, a capstone course is a seminar experience for students toward the end of their four-year college education. This course provides our students with an opportunity to synthesize various courses in their majors or disciplines into a foundation for future work or study.

As a central post-secondary academic institution in a 1,100 square mile region, Highland is dedicated to serving the residents of northwest Illinois. The Capstone Course assesses how well the College serves its residents. The course was initiated in direct correlation with the College's mission statement. The College's mission states: "Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois."

Because the Capstone Course is a credit course, Highland Community College received credit hour reimbursement. The course is tuition-free, and students who complete the course requirements receive a scholarship from the Highland Community College Foundation for three credit hours at Highland. The Capstone Course effectively and economically assesses how well Highland Community College teaches and adapts its curriculum to meet students' needs.

An important aspect for the replicability of this project is the sharing of information. Highland benefits for the Capstone Course by having the opportunity to observe student learning in a context of activities and projects. The assessment of student learning is used to evaluate and improve curriculum and expectations. Students benefit from the Capstone Course by synthesizing and applying their general education. Students create a portfolio of individual achievement at Highland, which may be suitable for pursuit of transfer, scholarships, or employment

1999-2000 "BEST PRACTICE"

During the 1999-2000 academic year, the College received grants from Illinois First that will enable the institution to construct an advanced technology center that will educate and train students for employment in the skilled trades and information technology. This cooperative effort between the State of Illinois, the College, and local businesses and industries should contribute significantly to the maintenance and growth of the Greater Peoria economy for many decades to come.

Local community leaders, College administrators and staff, and ICC faculty all are working toward the eventual addition of the technology center to the physical environment of the institution. Part of this facility will be constructed as an addition to the Agriculture and Industrial Technology Building where students in the skilled trades will receive training. The other component will be added to the Phase I Building of the East Peoria Campus to link it with currently existing information technology classrooms.

This effort will also include the development of partnerships with local businesses and industries in the College district to update our equipment, establish internships and co-operative learning arrangements, and involve their employees in teaching ICC students.

Illinois Eastern Community Colleges: LTC, OCC, WVC & FCC

1999-2000

Best Practice Descriptions

IECC implemented the Cisco (CCNA) Program by establishing Cisco labs at all four colleges. Fifteen high schools are sending students to the colleges for these Cisco classes and students are receiving dual credit. Flora High School and Mt. Carmel High School set up their own labs but have dual credit agreements with Frontier Community College and Wabash Valley Colleges for the Program. Each community college lab has 14-20 stations; two of the colleges offered several sections of levels 1 and 2 for the CCNA. All classes/sections were filled to capacity ranging from high school juniors and seniors to adults (several dislocated workers). Classes for fall 2000 have already been filled. Two instructors, one high school, and three community college students passed the CCNA exam given by Cisco. One student was recruited and hired before completing the Program.

Wabash Valley College, home of Machining and Manufacturing Skills Programs, initiated the first honor society for community college occupational programs/students. The National Vocational/Technical Honor Society (NVTHS) will hold the Second Annual NVTHS Banquet for all occupational students enrolled in Illinois Eastern Community Colleges. The Honor Society represents a major step and excellent recognition for IECC's occupational programs and the students of these programs. This Society has also been an excellent transitional tool from high school occupational programs into community college programs.

Beginning fall 2000 (FY01), the Industrial Maintenance Technology Program will be offered on-site at Hella Electronics in Flora, as part of a Regional Training Academy that will provide IMT courses/certificates to Hella employees, high school juniors and seniors from five area high schools, and community college students. Fifty high school students, 30 Hella employees and 10 community college students will be enrolled in the Hella Regional Academy. Hella is funding approximately 30 students, administrators, and teachers, representing five school districts, to attend the National Engineering Association's National Robotics Competition – Project First in Chicago, IL. The intent is to develop a team and a robotics club that will observe this year's competition, for entry and participation in next year's competition. Hella is expanding one of their lines into a robotic-operated line. They are literally growing their own future employees.

IECC and the IETC, economic development agencies, high schools, business/industry, and local governmental agencies developed and conducted a Job Fair in April 2000. The intent was to address the plant closures and dislocated workers and also to help area employees find interested/qualified applicants. The Fair attracted over 30 businesses and industries and was visited by over 300 District residents.

Results Report
Illinois Valley Community College Best Practice

An example of a best practice at Illinois Valley Community College is the work that we have accomplished during the 1999-2000 academic year to reform general education. The purpose and goals of general education had not been reviewed for over 15 years; general education was considered by the faculty and the administration as course requirements distributed across traditional "general education" courses, equivalent to the IAI general education core. There was no concept of general education as a set of goals or principles that should be present in the curriculum or that IVCC graduates should demonstrate achievement of such goals.

In 1998 a subcommittee of the Curriculum Committee was formed to conduct a review of general education. The charge to the subcommittee was to review the current goals, engage the entire faculty in the development of new goals, analyze the presence of the new goals in the curriculum, and determine how student achievement of those goals was to be measured. During the 1998-99 academic year the subcommittee researched general education and reviewed work previously done within the context of IVCC's plan for the assessment of student learning. One decision made during that year was to accept IAI's general education core as our minimum general education requirements for the AA and AS degrees. However, the subcommittee and the Curriculum Committee agreed that IAI's general education core would not drive the results of our efforts to reform general education. IAI's approach to general education is very traditional and based on the content of distributed requirements. We were more interested in developing goals for general education that addressed skills and knowledge, and that cut across the entire curriculum.

During the 1999-2000 academic year, the General Education Subcommittee developed a purpose for general education and eight goals, each accompanied by a rationale. Broad-based dialogue among the faculty resulted in consensus on these goals. The faculty then conducted a review of the curriculum to determine whether and to what degree these goals were present in current courses; this information will be used to modify curricula as needed to ensure that students achieve the general education purpose and goals. The final step put in place during the 1999-2000 academic year was to develop a process and cycle whereby faculty would conduct pre- and post-assessments to determine the degree to which students are achieving the eight general education goals.

For IVCC, this process has consumed a great deal of time and energy, but has been significant and relevant to all of us as we go about our business of improving teaching and learning. It has provided our faculty and administration with a much clearer vision of what general education in a community college should be, as well as a process for how those goals are reflected in student learning. This project has clarified our expectations for excellence in student academic achievement and has enhanced the community of learning that we are striving to create.

C-2.4: 2000 Results Report – "Best Practice"

Section D of the Results Report contains a goal that Illinois will increase the number and diversity of citizens completing training and education programs. Joliet Junior College has made a significant effort in the last year to increase the frequency of interactions between minority students and the college administration. The "best practice" program among the myriad of activities designed to encourage this interaction was the establishment of a Collegiate Leadership Development Program as designed by the United States Hispanic Leadership Institute. The President's Cabinet met with a member of the USHLI staff in the late spring of 1999 and pledged our support for the establishment of a Collegiate Leadership Development Program at Joliet Junior College beginning in the Fall of 1999.

A chapter of the United States Hispanic Leadership Institute was developed on campus, providing an opportunity for a group of Latino students to interact regularly with upper-level administrators at the College. Twenty of the top administrators in the College, including the President and all three Vice Presidents, met with a group of Latino students to discuss what they do, plans for the future of the college, issues facing the College and the community at large, and other such topics.

Perhaps the greatest success story of this new initiative, in fact an indication of why this effort has been identified as a "best practice", was the election of one of the student participants in the Collegiate Leadership Development Program to the Board of Trustees. Ms. Rosa Salazar currently serves a one-year term on the Joliet Junior College Board. Ms. Salazar has stated publicly that the leadership program inspired her to run for a position on the Board.

Joliet is committed to maintaining this "best practice" program and expanding efforts to include a wider range of minority students in leadership development. Efforts like this year's "best practice" will contribute directly to increasing the number of minority students involved in campus leadership. This involvement in campus leadership will directly affect the number of District 525 students who choose to come to Joliet Junior College and will likely positively enhance retention of these students. This "best practice" seems to directly relate to the stated goal of increasing the number and diversity of Illinois citizens completing education and training programs. In addition, Joliet Junior College has partnered with Northeastern Illinois University and other community colleges to seek assistance from the Kellogg Foundation for an ENLACE grant to further the efforts outlined in the "best practice" philosophy.

THE ILLINOIS COMMITMENT
Best Practice
FY2000

Kankakee Community College has a long history of supporting economic growth for business and industry. The college is also committed to continued improvement in productivity and cost effectiveness. Another commitment of the college is to serve the educational and training needs of incumbent workers and individuals entering a career for the first time. To achieve these three objectives, two years ago the college began employing faculty members whose teaching responsibilities included the typical degree courses, as well as instructional opportunities for incumbent workers in business and industry. Involving faculty in such a comprehensive approach to instructional delivery enables them to better understand and relate to the needs of the work place and its workers. Many faculty also find this arrangement stimulating, as well as providing a basis for making the teaching and learning process more relevant.

BEST PRACTICE
FISCAL YEAR 2000 RESULTS REPORT

The best practice for Kaskaskia College in addressing the six state goals for higher education in fiscal year 2000 is the development of the Computer Networking Certificate as a dual credit program with the secondary schools in the college district.

College personnel and secondary principals and superintendents met several times to discuss ways in which the college and secondary schools could work together to enhance the educational opportunities of students. The group acknowledged the labor market need for computer network technicians, and the secondary school representatives concluded that they did not have nor could they afford the equipment to offer computer-networking courses in the secondary schools. A working committee of college personnel and secondary principals and superintendents was formed to develop a proposal in which the college could provide a dual credit computer networking program for secondary students.

These efforts resulted in an ICCB approved certificate program (14 sem. hrs.) of five courses that will prepare students to pass five networking certification examinations: Microsoft Networking Essentials, Cisco Certified Network Associate, Novell Certified Network Administrator, Microsoft NT Server Core Essentials, and A+ Certification (2 exams). Beginning fall semester, 2000, secondary students will attend classes four afternoons a week during the academic year to complete the program. To date, 17 students (16 seniors and 1 junior) from 6 district high schools are committed to begin the program. Participating secondary schools in the initial year of operation include: Centralia High School, Central High School (Breese), Wesclin High School (Trenton), Vandalia High School, Nashville High School, and Mater Dei High School (Breese). Several high schools are funding the total cost of the program except certification examination fees for their students, while other schools are funding a portion of the cost.

Upon completion of the Computer Networking Certificate, secondary students will have earned seven credit hours of required coursework in the Associate in Applied Science Degree in Computer Information Systems. For those students pursuing the computer field beyond high school, the seven credit hours of completed coursework will be an advantage. Additional details of the Computer Networking Program are included in the attached flyer that was distributed to secondary schools in the college district.

Kaskaskia College personnel and secondary principals and superintendents have scheduled additional meetings in FY 01 to continue cooperative efforts to provide additional educational opportunities.

Kishwaukee College

Best Practice Assessment of Students
General Education Portfolio for A.A. and A.S.
Received the ICCB Teaching and Learning Award FY00

The College began requiring the general education portfolio in Spring 1998. It was our intent to assess whether our students were meeting our general goals and objectives. The degree portfolio serves two purposes. First, the portfolios provide documented evidence as to how effectively the college is meeting the educational needs of students. Changes in the learning/teaching process or curricular revisions can be based on documented information. Second, the portfolio offers students unique opportunities for self-assessment and reflection on their educational experiences and growth at Kishwaukee College. Often students proceed through college with little awareness of how the collegiate experience has contributed to their development as students and as people. The construction of a degree portfolio actively engages students in self assessment of their own learning processes. The reflection process, may also assist students in setting future goals. Both purposes serve to enhance the learning centered environment at Kishwaukee College.

The general education objectives at Kishwaukee College are now partitioned into four broad categories: foundation knowledge, contributions to thinking, personal characteristics, and social integration (the last two were revised this year). The foundation knowledge outcomes addresses those terms and concepts that are considered part of the common knowledge of a general education. The contributions to thinking outcomes are used to measure analytical problem solving and critical thinking skills. The affective domain is measured in the last two categories. The first, personal characteristics, is about how the person has internalized general education applications. The second, social integration, is about how the person has acted in a public manner based on general education applications.

There are six items that students are required to include in the degree portfolio. First, the students are asked to write a cover letter describing how they selected the items they enclosed in their portfolio and to tell us what they learned from the portfolio experience. The purpose of the cover letter is to demonstrate student thinking in the selection process, writing ability, and to begin the self-reflection necessary for the students' evaluation of their learning experience. Second, students are asked to provide one work in written or oral form that shows mastery of basic terms, facts, or concepts in a particular course. Third, students are asked to provide two works, one from early in their college experience and a more recent work, which best reflects their growth as a thinker. Fourth, students are asked to provide an example of a work in which they have applied mathematical problem solving or scientific thinking. Fifth, students are asked to provide a multi-source paper. This items not only allows evaluation of writing skills but of thinking processes. Finally, students are asked to describe their personally most satisfying experience at Kishwaukee College. This final measure of students' reflections of their growth, both academically and as people, has been particularly revealing to the evaluators.

The portfolios have been successful measures of student outcomes but other important information has also been gleaned from the faculty review process. The faculty evaluators obtain new ideas from the evaluation sessions as they see ideas for assignments designed by their peers. There is a great deal of satisfaction in seeing the work that our students produce and a sense of pride develops among the evaluators. This experience is good not only for the students self-reflection but for the faculty's self-reflection on the importance of general education in a student's life.

The Illinois Commitment

Teaching and Learning

A. Best Practice

College of Lake County realized a few years ago that it was facing a problem similar to many other community colleges. Within the next ten years, approximately 50% of the full-time faculty would retire. To prepare for this great change, the college conducted a formative assessment project to provide key stakeholders with information about the professional needs of new faculty and to develop an action plan to respond to those needs.

The assessment project included questions related to the expectations of new faculty, their professional development needs and recommendations for change. A qualitative evaluation model was used to collect information. Six administrators and all new faculty in the second and third year of employment at the college were interviewed. The results of this inquiry led to a report which recommended changes intended to provide a more thorough introduction to the college community and more structured interactions among new faculty.

The New Faculty Institute is the result of those efforts. The first part of this new initiative is the New Faculty Orientation which is designed to provide new faculty members with information necessary to successfully begin their integration into institution. Faculty are paid to come to campus three days before the fall orientation. Topics include the role of faculty, the evaluation and tenure process, assessment of student learning, Illinois Articulation Initiative, student development policies and procedures, library computer systems, and services for disabled. Opportunities to socialize with the President, Board of Trustees, executive staff and deans are also included.

The New Faculty Seminar is designed to assist new faculty to learn more about their new college environment while encouraging them to develop their instructional delivery and to improve student academic achievement. Faculty teach one course less during this first semester and attend weekly meetings as a group with coordinator of the Teaching and Learning Center. This course involves the faculty in the debate over how to improve the quality of undergraduate education and hopes to assist participants in practicing critically reflective teaching.

This new initiative has been in operation for two years. The new faculty participants enthusiastically endorse it and believe that it has helped them better understand the college's expectations. These sessions provide a critical link to their colleagues by helping them feel connected to other faculty who want to create a better environment for learning. The New Faculty Institute is strengthening the teaching skills of the new faculty.

Best Practice - Workforce Development Center/Illinois Employment and Training Center

The comprehensive array of programs and services located at Lake Land College's Workforce Development Center (WDC)/Illinois Employment and Training Center (IETC) has made the College's center a state model admired and visited by Illinois community colleges and State Officials including Gov. George Ryan. More than five years ago, College officials made the decision to realign its programs and services to better meet the future Workforce Investment Act federal guidelines by relocating them all under one storefront building. In 1999, a 10-year lease was secured with Wal-Mart Corporation and the College's programs and services, including JTPA relocated to the Center. Last fall, the array of services was complete with the relocation of the area Illinois Department of Employment Services office to the Center, enabling IETC to receive its full certification as a full service center.

The Center combines unemployment services with workforce training and education programs to assist residents and businesses of East Central Illinois. Access to the latest technology and resources for job-search assistance and training as well as resources and referrals to anyone in need of re-employment assistance are a part of the many workforce training tools available. In addition, the IETC serves area employers through recruitment initiatives and job posting bulletins. This unique example of education, business and government working together to benefit the community includes the following programs and services: Adult Basic Education/General Equivalency Diploma (ABE/GED), Advancing Opportunities-serving individuals receiving a TANF cash grant through IDHS, CEFS Economic Opportunity Corporation Job Training Partnership Act, CEFS Welfare to Work, Center for Business and Industry, Commercial Truck Driver Training, Dislocated Worker Program, Dislocated Worker Program Job-seeking Skills Workshops, Illinois Department of Employment Services, Job Skills classes, Lake Land College/ICCB Welfare to Work, Pathways to the Future-alternative education for high school students, Project PAL (Partners in Adult Literacy), Resource Center, Single Parent/Gender Equity, and Workplace Education.

The inclusion of the Center for Business and Industry makes the Workforce Development Center a true resource for area businesses. Working through CBI, employers can use the center as an off-site meeting and training facility, and they can work with CBI to develop customized training on- or off-site. Short-term computer training classes are also available through CBI.

The Resource Center is designed to make resources available to people who want to upgrade skills, research new careers, investigate educational opportunities, locate a more fulfilling job or simply find the answers to employment questions. Services include a state of the art computer lab equipped with Internet access and current software offering assistance with resume design, career information, typing tutor and the IDES online job listing. Telephones and a fax machine are available for job searches. Various career and job search books and vides are also available for use in the Center.

This model approach to workforce training offers a continuum of services that will help prepare people to become qualified workers and contributors to society as well as train existing workers to improve company productivity and output. In essence, the WDC/IETC assists individuals and businesses to create better lives and more productive companies which contribute to the betterment of the communities in the Lake Land College district.

Annual Results Report
Best Practice

In 1999-2000, the Council for the Advancement and Support of Education (CASE) accepted a case study written by Lewis and Clark Community College describing the L&C and Olin Corporation Educational Alliance. The case study appears in the CASE resource book, PR and the Presidency. In addition, the Illinois Community College Trustees Association selected the L&C/Olin Corporation Educational Alliance to receive their annual Business/Industry Partnership Award for 2000.

In spring 2000, the Alliance achieved another milestone in its relationship when the Alliance partners hired a shared employee whose office is in the Olin Center for Excellence. This first-ever shared employee works directly with first-line supervisors and others at Olin to determine the training needs of employees. L&C has the first opportunity to respond to the training needs. If L&C elects not to develop and/or deliver the training, the Alliance coordinator seeks other outside training vendors.

One of the first initiatives undertaken after the new coordinator was hired was an agreement to develop a Montessori-based child care center on the Olin Corporation campus in East Alton. In spring 2000, Alliance members selected a park-like setting on the East Alton corporate campus and engaged an architect and builder to construct a new child care center across from the Center for Excellence where much of the corporate training is offered to Olin employees. The Alliance has contracted with a Montessori educator to develop the curriculum and manage the center. This same educator also manages the Montessori-based child care center and elementary school on the Lewis and Clark Community College campus. Olin employees are now applying for spaces in the child care center that should be accepting children for summer 2001.

The second major imitative undertaken by the new coordinator is exploration of Internet-delivered training courses. In August of 2000, the Director of Technology Enhanced Learning at L&C and the Alliance coordinator will travel to Tennessee where they will visit an Olin installation that offers online training courses to all shift workers and salaried employees. It is anticipated that the development of new training courses will be done by L&C through its Technology Enhanced Learning division.

The L&C/Olin Corporation Alliance is a best practice that continues to evolve to meet the education and training needs of the nearly 4,000 Olin employees in East Alton.

Results Report - Best Practice

Lincoln Land Community College embarked, in the fall of 1999, in an effort to create a comprehensive, meaningful, and practical annual planning process. The concept, which involved team units in the development and implementation of a campus wide Planning Assessment Model (PAM), was new to Lincoln Land. The process began with the development of a College Vision Statement the purpose of which was to contribute to better understanding among and between current staff, to articulate the Lincoln Land story to communities throughout District 526, and to serve as a part of the orientation experience for new and prospective LLCC employees. The Vision Statement also highlights a bit of Lincoln Land's past, photographs its present and attempts to forecast its future.

The second step of the process focused on a review and revision of the College's Mission Statement. In order to receive input from both internal and external constituencies, the Board of Trustees sponsored a series of nine Regional Forums during which citizens were asked to share their thoughts, needs and concerns as related to the college's mission and priorities and the quality of service rendered to them by the college. Over 2000 Surveys of Institutional Mission were collected, analyzed, and the results included in both the planning document and the Mission Statement. The final, revised Mission Statement succinctly captures the essence of the State's constitutional mandate that community colleges educate all persons to the limits of their capacity. That Lincoln Land seeks to provide quality education programs and services to all citizens of District 526 is both a mission of inclusiveness representing a democratic way of life and an easy statement to remember.

The Comprehensive Goal Statements emanate from the Vision and Mission Statements and represent the college's priorities for the next three to five years. Every team unit, including the Board of Trustees and President, was encouraged to prepare measurable objectives for the 2000-2001 school year. The over 160 pages of objectives, representing the best efforts of the entire college community, were prioritized to reflect those which directly affect student learning, those which provide support to optimal learning outcomes and those which provide for the creation and sustenance of effective and efficient systems. Each objective and its anticipated budget impact were submitted to both the Planning and Budget offices. For the first time in the history of the college, the annual planning and budgeting processes were linked.

The implementation strategy will focus on accountability, feedback, celebration and responsible change. The college will thus be positioned to make optimal use of its human, financial and facility resources in order to fulfill its mission.

Best Practices: Strategic Planning

John A Logan College

The Plan

Since 1981 when the Planning Council was formed, it has produced a strategic and a long-range plan each year. Although the work of the Planning Council has evolved over the years, resulting in different formats for The Plan, it has consistently been a process that gathers information from the entire institutional community and from local, state, and federal government sources--in addition to professional sources--to prepare an institutional plan for the College.

The strategic plan specifically addresses the next academic and fiscal year at the College. It is an attempt by the Planning Council to prepare a plan that will guide the institution in its financial, program, staff, facility, and student processes on an immediate basis. The long-range plan utilizes the same data base to project a plan for up to five years.

Since 1997 the College has been in the process of redefining and refining the institution's planning processes. Based on this analysis of the College's planning needs, in 2000, the College changed the format of The Plan. The current two-year Operational Plan with a five-year vision is the first College-wide attempt to develop a comprehensive plan with a projected operational budget.

The format of The Plan was changed to reflect a more positive approach. "Strengths" of the programs comprise the first section; however, "weaknesses" were changed to "concerns/challenges" based on the premise that all problems contain the seeds of opportunity. Objectives were made for each concern/challenge. Each staff member on campus was given the opportunity to develop a plan with objectives and strategies. The plans were reviewed by the deans of each area, then summarized by the vice-presidents, and finally submitted to the vice-president for administration. All individual plans have been assembled in a large three-ring binder that will be kept in the office of the vice-president for administration.

In January 2001, individual plans will be returned to all staff for follow-up purposes. Objectives that have not been accomplished will be summarized in a Progress Report. Objectives not accomplished will be re-prioritized for FY 2002, and the cycle repeated the third year.

The last section of The Plan contains the five-year vision for the College. John A. Logan College has been a leader among community colleges in the state and the nation during its first thirty years. So, the faculty, staff, and administration projected a vision of what "could be" for the first five years of the twenty-first century. This vision will be reviewed each year with the rest of The Plan and will be revised during the next two-year cycle.

The Plan is a result of careful review by the president, vice-presidents, and the Planning Council. Then it was disseminated to all constituents of the College after it had been approved by the John A. Logan College Board of Trustees.

McHenry County College

MCC's BEST PRACTICE – THE ILLINOIS COMMITMENT

Colleges are asked to include a one-page example of a "best practice" that illustrates the institution's effort during fiscal year 2000 in achieving *The Illinois Commitment* goals.

McHenry County College's Center for Commerce and Economic Development (CCED) is a state leader in working toward *The Illinois Commitment* goal of helping "Illinois business and industry sustain strong economic growth." In fact, the CCED consistently surpasses its own annual goals in serving the district's commerce and industry. This year, for example, the Center provided 63% more in services to the county than originally planned through state training grants. For the Illinois Manufacturer's Association, original goals were surpassed by approximately twenty percent. The annual report for the Center indicated that 8,705 CCED clients and 552 businesses had been served, and "approximately $2 million in SBDC client loans was procured" during just a twelve month period.

In order to contribute to the district's economic growth, the CCED provides training, retraining, technical assistance, procurement assistance, export assistance, small business development, information and referral, and support services that include grant and business loan assistance. During fiscal year 2000, the CCED provided $1 million in training in support of workforce and economic development initiatives within McHenry County College's district. The CCED enjoys long-term relationships with area customers and consultants which contributes to its success and its strong reputation in the county. The Dean of Corporate and Economic Development, Susan Van Weelden, proudly announces that in the eleven years she has been associated with the College, the CCED has never said "no" to a customer, and that the Center consistently earns "A+" grades from the state.

The Center's commitment to being a member of the district's economic development team is demonstrated through the extensive outreach to area organizations and companies (see Appendix E). Dean Van Weelden serves on the Boards of the McHenry County Economic Development Corporation and the McHenry County Industrial Council. The Center itself maintains membership in at least twenty other organizations in order to provide customers with the best business practices. Furthermore, the Center's focus on commerce and economic development is consistent with the mission of the College's Business, Technology and Training Division as well as many of the initiatives set forth in the College's strategic plan.

Results Report – Best Practice at Moraine Valley Community College

Professional Development Program for Math and Science

The college is in its third year of Title II Eisenhower Professional Development Grant, renewed annually on a competitive basis, to provide high school faculty with the opportunity to adopt curriculum innovation and technology applications in math and science. Moraine Valley's commitment to the *Professional Development for Math and Science Program* is a commitment to the concept that prepared and committed faculty are crucial to student success. The objectives of the grant awarded by the Illinois Board of Higher Education are to:

- Improve high school math and science instruction by assisting teachers with the integration of discipline-specific technology.
- Assist high school math and science faculty with the use of the Internet as a discipline-appropriate learning resource tool.
- Develop processes for cooperative instructional design and delivery of math and science curriculum across high school districts in northern Illinois.

During the first two years of the grant, sixteen faculty from four area high schools were mentored by full-time Moraine Valley math and science faculty. However, evaluation results from the first two years of the program showed that Moraine Valley faculty were not the optimum resource personnel due to their lack of knowledge of high school curricula and program structure. This year (grant year three) a different learning model has been constructed. The college was able to obtain the resources of two nationally recognized consultants from Hinsdale Central High School in Illinois who possess expertise in the areas of graphing calculators and lab-based CBL pedagogy.

Based upon a February meeting of the two consultants and the fourteen high school faculty from Oak Lawn High School and Queen of Peace High School, it was decided to organize the year-long program around a series of four, four-hour workshops that are held on Saturday morning on the Moraine Valley campus in March, April, July, and September. The objectives of the workshops are to:

- Enhance the teaching and learning of mathematical and science concepts using the graphing calculator and CBL.
- Improve science laboratory curriculum modules in the high school curricula.
- Assist high school faculty with resource tools and software from the Internet.

Based on the results of the first two workshops, which have been fully attended, the high school faculty were delighted to be learning new concepts and techniques from two consultants whom they know and respect. An unanticipated result of the grant this year has been faculty from the two high schools visiting consultant classes at their high school to learn more about structure and presentation methods. In November, representative faculty from each of the two high schools will participate in a distance learning videoconference that will allow high school faculty from across the state of Illinois to share their newly acquired skills.

"Best Practice"

Children and Family Services Initiative – Early Childhood Education Program

In the past decade the changing ethnicity of the College's district has placed extreme enrollment pressures upon the local elementary and secondary schools within the district. In order to serve this influx of primarily Hispanic children, new schools are being built, teaching staffs are being increased not only with licensed faculty but augmented with more teachers' aides. In addition, there are early childhood education teachers working within the district who do not have four-year educational degrees.

A professional Advisory Committee was formed in November 1999 consisting of elementary, secondary and college staff, representatives of local child-care agencies, school health counselors and social workers. This group identified a critical need to provide formal college-level instruction for elementary and secondary teacher aides and early childhood education teachers without baccalaureate degrees. The Morton College Children and Family Services Initiative was created as a response to this urgent need within the community.

During the spring semester of the 1999-2000 academic year, the College's Continuing Education and Transfer Studies Divisions working with local school and social agencies developed a Pilot Program to be run during the summer of 2000. It is designed to be the first step in a "career ladder" curriculum that will eventually include an associate's degree in Early Childhood Education. For the summer of 2000, an eight-credit hour Early Childhood Practitioner Career Certificate is being offered. This certificate program allows students to complete basic courses in early childhood education and prepare for entry-level paraprofessional positions in the field. The courses included in the Certificate Curriculum are:

EDU 105, Child Health, Safety and Nutrition, 2 credit hours

EDU 110, Introduction to Early Childhood Education, 3 credit hours

SSC 103, Successful Study, 1 credit hour

EDU 250, Education to Career Seminar, 1 credit hour

EDU 251, Worksite Experience, I credit hour

The Summer 2000 program is a success with 73 students enrolled producing 584 credit hours.

Fiscal Year 2000
General Education Assessment

[Submitted as addendum to Oakton FY2000 Accountability/Program Review Report – August 2, 2000]

Illinois Commitment #5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Note: The best practice described here actually spans FY1999, FY2000 and beyond because it was initiated in spring 1999 and is continuing. Scoring, analyses and use of results occurred during FY2000. We believe this important, innovative approach to assessing students' general education achievements illustrates Oakton's commitment to assessment and desire to move general education to college-wide rather than departmental focus.

The Oakton Student Academic Achievement Team (SAAT) conducted a pilot project in spring/summer 1999 to assess general education learning outcomes. A sample of 604 students enrolled in spring 1999 were given and answered questions about prompts covering selected general education objectives. Trained faculty used rubrics developed for each prompt to score students' work; a total of 865 scores were obtained, because one prompt covered two different general education areas. Rubrics were based on a 3-level scoring system, with the top two levels indicating a student met standards for general education objectives on that prompt. Four general education areas were covered:

- social science, related to distinguishing theory from opinion, evaluating supporting evidence, and recognizing and evaluating hypotheses about human behavior;
- communications, related to using language correctly and efficiently, and writing competently;
- mathematics, related to interpreting data and information presented on a graph;
- humanities, related to providing good reasons to support conclusions about a "work of art."

Researchers examined the association between a number of student demographic and academic characteristics and students' achievement levels on the prompts. Results were:

- Overall, 59% of prompts were scored at a level to indicate students met general education achievement levels; 14% were scored high pass and 45% were scored low pass.
- About two-thirds of prompts in social sciences, mathematics or humanities received passing scores, while only 44% in communication received passing scores.
- Only one-third of the prompt scored for both communications and social sciences received passing scores in both areas.
- Cumulative GPA was associated with scores on the communications prompt, mathematics competency was associated with scores on the mathematics prompt, and English competency was associated with scores on the mathematics and social science prompts, but not on the communications prompt.
- Age, gender and cumulative credits were not associated with scores.

In FY2000 the College adopted new general education objectives, partly as a result of the assessment experience. The general education assessment was revised and implemented again in FY2000. During summer 2000 students' prompts were scored and analyses began.

BEST PRACTICE Parkland College

In FY2000, Parkland fully implemented a design for scanning the local environment using a process we refer to as "Futures Conferences." Four conferences were held: Industrial Technologies, Workforce Development, Black Male Symposium, and the college's Strategic Plan. Also during the year, six-month and one-year follow-up reports were completed for three Futures Conferences held in FY'99: Information Technology, Agriculture, and Health Care.

A specific protocol has evolved over the last two years. The protocol includes how to identify keynote speakers (such as for Strategic Planning Conference, Dr. Dennis Jones, CEO of the National Center for Higher Education Management Systems and for workforce development conference, Sarah Hawker, VP for Workforce Development and Adult Education, ICCB), reaction panels, and community participants (approximately 500 members of the community have participated). Following the keynote speaker and the reaction panel responses a period of time is set aside for questions from the floor. On the day of the event, attendees are welcomed, invited to enjoy refreshments, and the program begins. Attendees then break into small groups and respond to a series of questions, with Parkland staff serving as facilitators and recorders. The questions are usually open-ended, such as "How well is Parkland responding to the needs of the community on this topic?", "What should Parkland do more of in this area?", and "Is there anything Parkland should stop doing in this area?" Not all groups have exactly the same questions. After the conference, the individual responses are collected and analyzed and a report is created and circulated around the college. Six-month and one-year follow-up studies are also completed. The various reports are used to drive curriculum, inspire new program development, make assessment more authentic, and guide strategic and operational planning.

The Futures Conferences help Parkland achieve *The Illinois Commitment* goals in the following ways. **Goal 1**: The Futures Conferences help the college identify and be responsive to rapidly changing needs of local business and industry. They also help identify the need for new and emerging courses and programs. By creating partnerships, the conferences also provide for identification of additional opportunities for work-based and clinical experiences. **Goal 2:** One of the outcomes of several of the conferences has been the call for additional dual-credit courses, in which high school students are able to enroll in college course work. New non-credit ACT Prep courses in a distance education format resulted directly from the follow-up to one conference. **Goal 4:** New distance education programs have been created to make college more accessible. The Black Male Symposium did much to help everyone in the community begin thinking in new, creative ways about how to help this segment of the population have effective access to college rather than be faced with a revolving door. **Goal 5:** The conferences have helped the college develop effective and authentic academic outcomes assessments.

The following results can be directly or indirectly linked to the FY2000 conferences and follow-ups to the FY'99 conferences: 122 new courses and 13 new programs of study plus two revised programs with one additional program pending; 155 sections of 77 distance education courses including 1,401 students (seat count) attempting 3,701 credit hours in Internet-based courses; approximately $680,000 in grants from external sources to help support technology uses on and off campus; and partnerships with Case/IH and Birkey's Farm Store (Diesel Power Equipment), McLeod, Champaign Telephone, and others (Telecommunications), Microsoft (Microsoft System Engineer and Microsoft Office User Specialist), CISCO (Cisco Certified Networking Associate and Cisco Certified Network Provider), techCommUnity (Parkland, UIUC, and local high-tech business and industry representatives), and a consortium (Parkland, UI System, Champaign-Ford Regional Office of Education, and Lincoln Trail Libraries System) to act as a steering committee for the Region 7 Hub of the Illinois Century Network.

Prairie State College

Issues Related to the Illinois Board of Higher Education Results Report

Best Practice at Prairie State College

Goal: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

Prairie State College launched a major initiative in Fall of 1998 to help improve the academic acculturation of our incoming freshman students and teach them about Prairie State College's expectations for their academic achievement. Students who "go away" to college often experience transition shock. Conversely, community college students who "stay home" for college sometimes need to be shocked into the transition. The growing frustration with student incivility, along with the desire to enhance students' learning, paved the way for a collaboration between the College's academic departments and student affairs to develop and implement the New Student Convocation.

The New Student Convocation is a three-hour program which includes three components: Formal Convocation, Interactive Faculty Breakout Sessions, and Student Involvement Fest. Formal Convocation begins with the new students assembling in the College atrium. A formal processional of the faculty and administration in full academic regalia is followed by a welcome by the College president. The purpose of the formal program is to communicate to the new students the idea that college opens a new and exciting chapter in life, to highlight the differences between high school and college, and to help students feel comfortable during this difficult transition into a higher education setting.

After the Convocation, students are divided into small groups to spend one hour in a highly interactive breakout session led by a full-time faculty member. Both the process and the content of these sessions were developed by a team of faculty members. The purpose of this portion of the event is to provide incoming students with immediate and positive contact with a faculty member, to integrate the freshman class into our learning community, to demonstrate the faculty's commitment to helping students succeed and to give students rigorous guidelines for what will be expected of them as a student at Prairie State College.

The Student Involvement Fest is the last piece of the New Student Convocation. This includes a celebratory lunch and student activity fair. The objective of the Fest is to introduce new students to the extra-curricular opportunities the College offers and to build bridges for informal student/faculty interaction. Informational displays for student clubs, organizations, and co-curricular activities are staffed by returning students and faculty while the College president and other senior administrators serve hot dogs for a campus picnic.

After the first New Student Convocation, the Faculty Senate voted unanimously to applaud the effort and to make it an annual required "rite of passage." In 1999-2000 we modified the program to reach a larger population to include both day and evening students, and we added a mini program for our new Spring students. The New Student Convocation generates a spirit of excitement and enthusiasm on campus. Everyone feels that it is an important step in acculturating new students and creating a positive campus climate. New Student Convocation for Fall 2000 plans are well underway and is being looked forward to by all the constituents on campus.

Rend Lake College

INSTITUTIONAL BEST PRACTICE

Reflective of the commitment and support for *The Illinois Commitment*, Rend Lake College offers as its "best practice" the establishment and management of the Rend Lake College Foundation. The primary reason for the development of the Foundation was to provide additional funding for the college in support of the goals and priorities established by the Rend Lake College Board of Trustees and the members of the Rend Lake College Foundation.

The Rend Lake Foundation was established in 1965, but did not receive its 501-[C][3] status from the IRS until 1979. During this time the foundation existed but failed to demonstrate the level of vitality necessary to contribute fully to the financial needs of the college. In 1994, Rend Lake College received a Title III "Strengthening Institutions" Grant. It was the desire of the Board and administration that this grant would constitute a revitalization of the foundation efforts. The 1994 Challenge Grant provided an opportunity for the college to demonstrate its ability to raise support for the financial needs of the college through a 2-for-1 match. Primarily through the tireless efforts of the college President and the Foundation Director, the Challenge Grant gave rise to the first successful campaign and generated a total of $750,000.

To date the Rend Lake College Foundation is most proud of the fact that in only six (6) years that first grant has be leveraged into a foundation having a total worth of $2,600,000. Although this sum may sound less than significant, the fact that most community college foundations possess much less than this worth and that this sum represents 22% of the annual budget of $12 million, makes it most impressive. The greatest long-term benefit of having a successful foundation is the direct benefit received by the students. During FY2000 the foundation awarded $150,000 in scholarships to over 300 of the district's students. As the foundation members continue to observe first hand, the benefits of a successful foundation, the greater the foundation will become and the larger the number of students it can help.

Clearly, the success of this foundation and its strong working relationship with the Rend Lake College Board of Trustees and the college President has and will continue to reflect the intent of goals [C] and [F] of *The Illinois Commitment*.

RCC's "Best Practice" of *The Illinois Commitment* Goals

One of Richland Community College's "Best Practices" during fiscal year 2000 exemplifies the 'partnership' goal set forth in *The Illinois Commitment*.

As of February 1, 2000, Richland Community College formally entered into a partnership with Decatur Memorial Hospital (DMH) and Dr. David Fletcher, MD, MPH, FACOEM, that is designed to assist employers with occupational safety and health issues. This joint partnership, more commonly known as "SHORE" (Safety, Health and Occupational Rehabilitation for Employees), represents a continuum of comprehensive services.

- Safety and health training and consulting
- First responder training
- Work conditioning/hardening
- Functional capacity evaluations
- Job site analyses
- Ergonomics training/consulting
- Commercial Driver's License (CDL) Program
- Employee wellness programs

In addition to the comprehensive services offered through Richland's partnership with DMH and Dr. Fletcher, SHORE's new 24,000+ square foot facility offers employees a variety of hands-on experiences. Specifically, the multimillion-dollar SHORE complex can replicate many types of work environments. Workplace simulators include:

- Underground storage areas and tunnels
- Electrical safety equipment and lockout/tagout simulators
- Material storage tank
- Elevated industrial workspace
- Forklift training area
- Loading dock
- Aquatic resistance pool
- Shoveling pits
- Commercial Driver's License (CDL) practice facility
- Classroom complex with state-of-the-art multimedia capabilities
- Distance learning (video teleconferencing) classroom for training to other sites, nationally and internationally
- Railroad tank car with track and switch system

Overall, it is the goal of SHORE to assist employers with occupational safety and health compliance issues and governmentally-mandated safety training requirements, reduce workplace injuries through training and job site analysis, increase employee productivity and strengthen employee retention. To date, SHORE has been meeting this goal through programs like "Confined Space Rescue" which trains personnel in the safe and proper techniques for retrieving injured workers from a work environment that has limited entry and/or exit (example – grain storage silo).

For example, the Archer Daniels Midland Company (ADM) requested confined space rescue training for a few of their employees after a series of accidents that resulted in several fatalities and more than one million

dollars in fines from the Occupational Safety & Health Administration (OSHA). Upon providing this training, ADM has been a significant drop in the number of confined space related accidents being reported by their participating manufacturing facilities. Likewise, this training has assisted ADM in meeting OSHA's training requirements for personnel working in confined spaces.

This training has also bolstered ADM's employee retention efforts. Like many employers today, ADM has discovered that their employees are placing a much higher value on company-sponsored continuing education/skill development opportunities. For example, this program was initially offered to only a handful of ADM employees. Due to the course content and training format, other ADM employees requested the opportunity to participate. To date, SHORE has trained approximately 300 ADM employees in Confined Space Rescue with more training dates being requested.

Since opening in February, the College has trained 428 individuals.

Rock Valley College – Best Practice
Mobile Classroom Project

Objective:
The Objective of the mobile classroom is to provide:

1. Another level of service to our customers in Winnebago, Boone and Ogle Counties. Rock Valley College was increasingly running into adequate classroom space problems when delivering computer training to manufacturers at their company. When the possibility of the mobile classroom was in sight, we asked some of our regular customers if they would use this type of service if we provided it. They said, "Yes." Some of the nationwide statistics support the space problem for meeting rooms.
2. Increase use and reliability of computers. Using the mobile classroom decreased the set up time from one day to one hour and the tear down time from one day to one hour. This gives us an additional two days for training.
3. Less manpower. Moving the mobile classroom requires only one person. Setting up in the company room required two people to carry and set up computers. The training can be scheduled from location to location without having it return to home base until the weekend for refueling.

Plan

1. Purchase mobile home that was previously used by IBM for computer marketing.
2. Retrofit for 12 computers with network capabilities.
3. Assemble the team: team leader, instructors, computer technicians, vehicle maintenance, personnel, cleaning services, sales and marketing, and drivers.
4. Create timeline for "launch".
5. Introduce the new service.

Activities/Successes
This is a list of the customers who utilize this new service.

1. **Haldex Barnes Company, Rockford.** At this company we taught 125 people on Microsoft Outlook. All the employees needed e-mail, calendaring & scheduling skills. Their objective was to hone the employees skills so that they could communicate competently with domestic & foreign plants electronically. We actually plugged into their network for real-time practice for the class. Each person received a certificate.
2. **Greater Rockford Airport Authority** – We actually parked on the field side of the building to accommodate the easy access of employees. They needed spreadsheeting skills. Trained 12 employees. We are returning there next month for PowerPoint training.
3. **Sjostrom Construction Company, Rockford.** Trained 24 employees on Outlook to increase their e-mail, calendaring and electronic communication skills.
4. **Rockford City Hall, Rockford City – Public Works, Rockford City – Human Services.** Trained 192 employees at three different sites on Microsoft Outlook, All employees were given the same training by the same instructor, which assured the customer tat all were indeed given the same quality of training adhering to the same objectives. We were able to spend five full days of training in one week and move to three different sites throughout the week with a minimal of one hour set up at each site.
5. **AquaAerobic Company, Rockford**. Trained 60 employees on Outlook with 24 more employees scheduled for December. Other training took place in their conference room throughout the entire year. This customer had a year long contract with us for 21 weeks.

Comments: The mobile classroom did boost attitudes. "Fun comments" were made when people entered which lightened the stress factor, which opens the door for learning & retention. There are "claustrophobic" aspects for a few rare people but overall did achieve their goal according to the evaluations.

"Best Practice"

This district has found that the development of partnerships with the community and/or other public schools or colleges can produce win/win situations for all concerned.

An example of this practice is with the development of three Allied Health Programs that resulted from a partnership with Spoon River Community College, Southeastern Community College (Iowa) to provide Certified Occupational Therapy Assistant, Physical Therapy Assistant, and Respiratory Therapy to all three institutions. Each

College provides the core courses for their program and then the student goes to the particular institution offering the desired program for the program specific courses. Each of these programs is very difficult to get started and accredited. By each institution taking one program and yet providing applicant slots to the other institutions, in effect, all three programs become available by each of the institutions.

Another example of a partnership that is working well for Carl Sandburg College is the advanced Radiology Certificates that Carl Sandburg College is offering to Black Hawk College, Heartland Community College, Illinois Central College, John Wood Community College, Lincoln Land Community College, Richland Community College, Southeastern Community College (Iowa) Scott Community College (Iowa), Spoon River Community College, and Parkland Community College. All of the above institutions receive guaranteed applicant slots for each clinical site they can provide. In addition, their students pay the in-district tuition rate.

The above examples are only two ways in which Carl Sandburg College has developed partnerships both within and outside the state to better serve our students as well as providing services to other schools. These kinds of partnerships create win/win situations for all institutions as well as providing the better possible service to the residents.

Best Practices at Sauk Valley Community College

One of Sauk Valley Community College's best practices lies in the effectiveness of its internship program. Students are enrolled in internship classes as part of an established career program. Through these opportunities, they receive employment-based learning opportunities at the same time they are in other career courses. The results have been a win-win situation for all parties involved-- i.e., students, employers and the College.

Interns at the College are introduced to employers through the SVCC Career Placement Center. Students and employers work together to establish a series of goals that each intern must accomplish over the semester. The employer communicates these goals to a SVCC faculty member who supervises and monitors the intern's progress. Site visits are made by instructors during the semester to ensure that the internship meets the SVCC guidelines and quality. Students are required to keep journals, write papers, and through other methods to report internship status back to the instructor. A letter grade is assigned at the conclusion of the semester. Often, interns are hired by the companies at the conclusion of the internship.

We hope to develop even closer relationships with employers in the area through state-of-the-art training by industry that will be integrated into classroom instruction. Our computer-aided-design program will be one of the areas in which we plan to pilot this approach.

THE ILLINOIS COMMITMENT
"Best Practices"

During fiscal year 2000, Shawnee Community College continued to expand its distance learning program. The main campus is centrally located in a sparsely populated area of the state. The district's larger cities are approximately 25 miles from the campus; therefore, transportation has and continues to be a barrier to many students. Over the past six years, distance learning technology has greatly improved and expanded. Currently, the college has a very vital interactive video network. Ten classrooms located throughout the district allow students access to quality instruction over the network. During FY01, two additional classrooms will be added to the college's network for a total of twelve. During FY00, 822 students were enrolled in 51 classes, which generated 2,391 credit hours. This reflected an increase of over 100 percent in credit hours generated since FY95.

Secondly, the college offers classes via the Internet. Online classes have become a viable option for students who are unable to access more traditional educational settings. During FY00 the college offered 37 classes with a total of 317 credit hours generated. This represented an increase of 14 percent over FY99.

Finally, the college also offers courses through the telecourse format. Telecourses generated 3,187 credit hours from 32 classes during FY00. This represents an increase of 35 percent over FY99.

In summary, the college has made significant improvements in its service to students in the area of distance learning. The goal is to continue providing educational opportunities to students of the district who are unable to attend traditional classroom settings and expand as necessary.

South Suburban College

A BEST PRACTICE
SERVING THE HIGHER EDUCATION NEEDS OF THE HISPANIC COMMUNITY

Although it is difficult to identify a single best practice, we feel our efforts to reach out to the Hispanic Community addresses at least four of the six statewide goals for higher education. By creating a consortium of colleges and universities to identify best practices of recruiting, retaining, and educating Hispanic students each member of the consortium multiplies their ability to provide higher education to one of the most important of the educationally underserved communities in Illinois.

Background. In the fall of 1998 South Suburban College hosted a meeting of surrounding colleges and universities to discuss recruitment of the Hispanic student. The synergy of this dynamic group identified issues far beyond recruitment and led to a grant application in the spring of 1999 that has been funded for the current year.

Current Status. The consortium consists of nine colleges in the Chicago area with South Suburban College as the lead institution. A consortium director has been hired to lead the project. Through meetings and seminars a number of best practices have been identified. Some of the best practices are being implemented at consortium schools. A web site is being designed to disseminate this information to all colleges and universities in Illinois.

Best Practices. A few examples of best practices that will be replicated at other institutions include:

"Parent Workshop for Hispanic Parents" - - - - South Suburban College
This workshop is designed for elementary school parents and provides information on everything a parent needs to know about school schedules, parent teacher conferences, tutoring, etc.

"The Cicero Grade School PTA Project" - - - - -Morton College

"Project SELF" -College of DuPage
A program designed to raise the self-esteem and academic achievement of Hispanic female students.

"Project Escalera -Elgin Community College
A program designed to assist in teacher preparation.

"Hispanic/Latino Student Leadership Conf."- - - McHenry County College
A program that develops leadership skills in Hispanic high school students.

South Suburban College is very pleased to have been a charter member of this consortium and we have already experienced some of the anticipated benefits.

A one-page description of a "best practice."

Partnering with External Entities to Enhance Programs and Services to Southeastern's Constituents

Partnerships can and do work. Southeastern has found that they can improve service delivery, reduce duplicate services, increase resources and develop new approaches to serve more people. Southeastern Illinois College has several well-developed, hard-earned partnerships in place. Current partnerships include these with Ohio's Franklin University for online bachelor degrees, the Illinois Virtual Campus online initiative, Service Master Educational Management Services, Cummins Engine, Energy Masters International, Rides Mass Transit, Tuition Management Systems, Illinois Department of Corrections, Southern Illinois University Life Skills Project, Southern Illinois Collegiate Common Market (SICCM), Rend Lake College, Kaskaskia College and Southeastern Illinois College to create an online degree, Regional Office of Education, Regional Vocational System, local high schools, and area agencies. These partnerships have enabled Southeastern to do more with less; to be more accountable; and to be more proactive and less reactive.

To illustrate the success of one of these partnerships, a combination of two of these collaborations that work well will be described more in depth. They are the partnerships between Southeastern Illinois College and Energy Masters International (EMI) and between Southeastern Illinois College and ServiceMaster Educational Management Services (SM).

Through the partnership with EMI, Southeastern Illinois College will improve energy and operational efficiency of buildings on campus through a performance contract agreement resulting in a 20-30% reduction in energy expenditures and significant reductions in operational expenses. Though over 3000 lights and 16 heating and air conditioning units will be rebuilt or replaced, the commitment we are making does not stop with investment in equipment. All college employees will be trained by EMI on energy awareness and what they can do to contribute to increased energy efficiency. The partnership with SM enhances and secures these savings by improving facility management without adding pressure to existing financial resources. By equipping our staff with the tools and training they need to be as productive as possible, our partnership with SM is producing better work results and a more motivated work force because we are now recognizing the important role our custodial and maintenance staff play in the creation of a positive learning environment."

Best Practices: *Mission Success!*

Mission Success! is a comprehensive enrollment program designed to assist students with entry to college and with retention through completion. The primary goals are to increase student retention by front loading services; to increase student knowledge of programs and services; and to increase student involvement with the Counseling Center. Concurrently, the program serves the six goals associated with *the Illinois Commitment*.

Students who participate begin by taking the computerized assessment, COMPASS. Following the assessment students attend small informational workshops called Welcome Sessions. Here students learn more about the programs and services available at the college and how to get started on their careers. Students then meet with a counselor individually to explore their educational and career goals and take a computerized Learning and Study Skills Inventory (LASSI). By using the COMPASS and LASSI results, counselors quickly identify areas where students are strong and areas where they may need assistance. Mission Success is comprehensive and involves linkages with financial aid, career placement, and Education-to-Career activities. The program increases student access and student diversity and it raises expectations for student learning. Importantly the program moves to address one of Illinois' greatest losses: the cost of the non-completing student.

The program is very business and industry oriented. It gives students opportunities to learn more about careers and links with programs that put students in contact with prospective employers, organized labor, trade associations, and other organizations involved in workforce development. The program recognized that financial aid is a key reason why students do not enroll and fail to complete their curricula. Participating students are offered financial aid advising and are monitored for their potential financial aid needs.

Student involvement with Mission Success begins at the high school (participating students may qualify for dual-credit) and starts with outreach to secondary faculty and counselors. Southwestern works with these secondary educators to develop referrals and to ease the transition for traditional students. As a program that focuses on at-risk students, Mission Success is expected to increase the number of students receiving programming as well as their diversity since it is believed that enrollment and retention programs result in better perseverance by underrepresented groups.

Mission Success results in enhanced enrollment and better retention—it promotes greater cost-effectiveness by helping to assure that the educational investment that Illinois makes in its citizens pays dividends, and it promotes economic growth by providing business and industry with a well-trained and motivated workforce.

Spoon River College

SRC "Best Practice" in Achieving the Illinois Commitment

Spoon River College, Lamoine Valley Educational System and Fulton Area Career System formed a partnership to establish Cisco Training Academies on the SRC Canton and Macomb campuses. With the support of Education to Career Partnership funds and college funds the partners supported training of four faculty, the equipment for two CISCO labs and course delivery.
SRC redesigned a Computer Information Certificate to include the CISCO option and seventy seven students enrolled Fall 1999. One section on each campus was scheduled primarily for high school students receiving dual credit. Each of the four courses were offered in an eight week format. Fifty eight students continued the course sequence second semester. This four-course, nine month program prepares individuals to take the CISCO Technician certification exam leading to high wage employment. Students are taking the exam this summer and reporting success. This initiative meets the following Illinois commitment goals by

...helping Illinois business and industry sustain strong economic growth by providing training in a high demand skill area

....joins secondary education in improving teaching and learning by providing skill development of faculty and new educational opportunities through shared program delivery.

....provides access to college education at no additional cost to students through partnerships with area vocational systems.

....increases the number and diversity of citizens completing training by enrolling new students in the community college who would not otherwise be enrolled.

....holds students to higher expectations for learning since they are expected to complete the preparation for an external examination.

.....improves productivity and cost effectiveness through resource sharing to implement a new program.

Example of a "Best Practice" at Triton College

In FY 2000, members of the Triton College faculty and staff developed and participated in a project called "Biology Exploration Through Technology," which was funded by a Higher Education Cooperation Act grant from the Illinois Board of Higher Education. The goals of the program were to create links between teachers at all levels of public education in Illinois--university, community college, high school and elementary--to enhance teaching and learning in one particular discipline, biology. The participants included ten teachers and other administrative personnel from Northern Illinois University, Triton, Oak Park & River Forest High School and Oak Park Elementary Schools #97.

An instructional design consultant provided a winter workshop for participating teachers on the subjects of engaged learning and problem-based instruction. The ten teachers worked in pairs to create class projects dealing with common topics. Students and teachers shared classroom experiences via e-mail. A summer workshop provided training for the teachers in developing web sites. A dedicated web server was purchased for the project. All of the instructional deign consultant's materials as well as web-based presentations of the classroom projects are available on the Internet at www.explorebiology.org.

The chief benefits of the project included:

- training in new instructional methods and approaches for the participating teachers
- cross-level communication and collaboration among teachers within a common discipline
- exposure of students to the ideas and experiences of other biology students and teachers at different educational levels
- utilization of Internet capabilities in creating new forms of educational communication.

Biology Exploration Through Technology supports both Goal 2, "Teaching and Learning," and Goal 5, "High Expectations and Quality," of the Illinois Board of Higher Education's *Illinois Commitment*.

"Best Practice" at Waubonsee for Annual Results Report

At Waubonsee Community College, we take pride in the excellent technology training we provide for faculty. Our goal is to search for innovative ways to improve learning. If technology can help us in this search then we embrace it. Technology training at Waubonsee exemplifies a "best practice" in achieving the goals of *The Illinois Commitment*.

Waubonsee has a long-standing and impressive history in distance learning. With the introduction of two-way interactive classrooms and online classes, it was a priority for Waubonsee that all faculty would have the opportunity to explore the use of new technologies. With this in mind, Waubonsee started a variety of technology training workshops for our faculty and then expanded to train faculty and individuals from other institutions.

Our Center for Distance Learning provides seminars and workshops for faulty throughout the state to learn how to effectively teach in the two-way interactive television classroom and in the online environment. The Center also encourages the use of the statewide Illinois Video Education Network (IVEN) and trains technicians that support this network. The Center recognizes the need to provide hands-on training that allows participants to experience the technology as students do. Simply transporting the traditional classroom over an electronic medium does not make the most effective use of the technology and information resources available to support the teaching/learning process. Learning styles, teaching methodologies and other pedagogical issues are addressed at the Center for Distance Learning in order to ensure that the faculty fully explore and examine the impact that technology can have on the teaching/learning process.

In addition to our Center for Distance Learning, Waubonsee Community College also has the Center for Teaching, Learning, and Technology (CTLT), which was created to provide professional development to our faculty. Specifically, the CTLT is a learning community designed to enhance the teaching and learning process at Waubonsee Community College. The CTLT opened its doors in January of 1998 offering a wide variety of activities and workshops during its first semester and has continued delivering them ever since. Since its inception, the CTLT has been committed to providing services and workshops for our entire faculty as a way to foster innovative teaching practices. During FY00, the Operations Committee for the CTLT focused on bringing several threads of instruction to our faculty members. One such instructional thread was assessment in the classroom. The CTLT held workshops for all faculty to participate in and to learn the finer skill of Classroom Assessment Techniques (CATs). Another area the CTLT focused on during FY00 was a technology thread of instruction. This technology thread was divided into Internet instruction training and supplemental professional development workshops. Faculty members who received an Internet Course Development Grant participated in a series of 12 workshops that prepared them to design, develop, and deliver their online course. In addition to these focus areas for FY00, the CTLT staff continued their commitment to deliver workshops on the best practices in teaching and learning.

Our current programs at Waubonsee through our Center for Distance Learning and our Center for Teaching, Learning, and Technology reveal the high expectations and quality we provide in our training as a way to "increase the ability of faculty to effectively use technology in teaching and learning (*The Illinois Commitment)*." Throughout FY00, the college has provided over 50 workshops that specifically focus on the integration of technology in the teaching and learning process. In addition to our many workshops, our Coordinator of Instructional and Telecommunications Support provides one-on-one training to all faculty using the Internet in their classes.

As a result of all this training, faculty share an excitement about distance learning that can be seen in their willingness to teach in these new environments. The faculty have made it possible for the college to offer new accessible and affordable options for our learners. In FY00, the college offered approximately 100 sections of two-way interactive television classes that reached extension sites and Fox Valley Educational Alliance (FVEA) sites, and also offered 46 sections of Internet courses. In addition, some faculty have ventured to combine technologies resulting in multi-modal courses.

Best Practice

John Wood Community College has always been an innovator in educational delivery. Currently, JWCC is on the front line of offering a variety of options and delivery forms to students who seek credit and noncredit education, plus occupational training. In addition to a rapidly growing classroom instructional delivery environment, JWCC is rapidly expanding its classroom outreach through dual enrollment opportunities at area high schools. JWCC is also employing compressed video, in its interactive television classrooms, to reach district high schools, satellite campus centers, and a partner college.

JWCC has distinguished itself as an innovator in open learning and continues to do so. Nearly 20 percent of the credit hour generation by the college is done in its open learning centers. The OLCs permit a continuous, open enrollment option for students whose schedules or lives do not fit the conventional college catalog. Currently, the college is expanding the access and opportunity to engage in OLC activity through Internet based technology. Many of the 110+ courses are based on detailed learning guides, textbooks, videotape, computer tutorials, and now, Web page supplements. A process that is underway will make an all OLC courses accessible via the Internet. JWCC is no stranger to independent study either. Independent study is also provided through and administered by the OLC office to meet the very special and unique needs of its district residents.

In the past year John Wood Community College has gone from a minor contributor to on-line instruction in the state of Illinois to one of the leading providers in Western Illinois. One year ago, John Wood Community College was a partner with the Western Illinois University Reserve Officer Training Corps (ROTC) to provide locally supported on-line instruction in military science. This was the college's only on-line coursework for credit. Effective August 21st, the college will have 17 courses available to students on the World Wide Web through its partnerships in the tri-state consortium, Western Illinois Education Consortium (WIEC), and Western Illinois University. In January of 2001, we expect to offer at least 15 additional courses. JWCC also hosts the award winning Web-based Perpetual Job Fair at www.jwcc.edu.

JWCC is a vital player in the activities of the WIEC interactive network, one of Illinois' leading regional consortiums into its use of compressed video interactive television. In Fall, 2000, the John Wood network of satellite outreach centers and partner high schools, with its new partner Quincy University, will include 13 sites-- one of the largest networks in Illinois. Hundreds of high school students, college students and graduate students benefited from the access to learning provided by the JWCC ITV system in the last year.

Access to high quality learning opportunities has never been greater for the residents of the John Wood Community College district. No one is more than a short drive from a satellite campus or partner high school. Many residents will find that learning through JWCC is available in their home, through online or independent study. JWCC fulfills the mission of the community college by actively exploring and providing a wealth of high quality, cost effective learning opportunities.